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The purpose of this study was to develop and test a measure which might be used in assessing attitudes toward conformity in dress of teenage girls.

Ideas for statements related to attitudes of conformity and nonconformity in dress were obtained from previous studies of conformity in dress and from discussions with several individuals. One hundred statements were given to a panel of 25 judges. This panel consisted of graduate students and seniors in the area of clothing and textiles, and each person on the panel was asked to indicate for each of the 100 statements whether the statement was favorable, unfavorable, or indifferent toward conformity in dress. Ninety-two statements were included in the inventory which was to be administered to high school girls. This inventory included 49 statements rated by the judges to be favorable, 33 statements to be unfavorable and 10 statements to be indifferent to conformity in dress.

A stratified random sample was selected by using homeroom groups of a senior high school. There were 58 sophomores, 67 juniors, and 62 seniors who completed the inventories.

Responses to statements were given on a 5 point scale. Therefore, each response was assigned a weight of 1 to 5, according to the subject's stated agreement or disagreement to the statement. A summed score was calculated for each

respondent for the total of the 82 statements, rated favorable or unfavorable to conformity in dress. The 25 percent or 48 subjects with the highest weighted scores and the 25 percent with the lowest weighted scores were chosen as criterion groups for evaluating the statements by item analysis.

The method used for item discrimination was a t test to determine the significance of the difference between the means of the high and low criterion groups. Seventy-three items had a t value greater than 2 and did significantly differentiate between the groups.

The 25 statements with the largest t values were selected and suggested for an attitude scale measure of conformity in dress among teenage girls. Of these 25 statements, 16 were rated by the judges as being favorable and 9 were rated as being unfavorable toward conformity in dress. This is not a half and half distribution of favorable and unfavorable items as suggested by authorities of attitude scale measures. However, these were the items, which for the respondents of this study, differentiated most significantly between the high and low criterion groups.

A TECHNIQUE FOR ASSESSING ATTITUDES
OF TEENAGERS TOWARD CONFORMITY
IN DRESS

by
Celia G. Roten

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Approved by

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APPROVAL SHEET

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CHAPTER I

INTRODUCTION

Conformity, as one aspect of human behavior, has received considerable attention in recent years. Much popular writing has centered on the merits and demerits of both conformity and nonconformity with regard to a large number of related subjects.

Conformity has, at times, been considered a moral, as well as a social issue. Some of the writers on the subject view conformity as a tragic consequence of the anxieties and pressures of today's world and the loss of individual identity. Other writers deem conformity as necessary for the smooth workings of an increasingly complex and mobile society and believe that individuals develop their potential to a greater extent by adhering to the standards and norms of their reference groups.

One segment of the population to receive considerable attention in recent years concerning an almost slavish devotion to the norms of its own peers is the teenage group. Teenagers are conformists in much of their behavior, such as their speech, mannerisms, and dress. The latter aspect of teenage behavior, which is evident to even the most casual observer, is conformity in dress.

Some of the writings have suggested the reasons and motives which are believed to be characteristic of the adolescent period, and, hence, contributing to conformity behavior in dress. Teenagers feel a great need for status and acceptance and dressing in the popular and approved manner of one's own group helps to provide an easy access for acceptance by the group and enhances the individual's feeling of belonging to the group. Acceptance by the group helps the teenager to feel more comfortable and at ease at a period of life when self-consciousness might be felt to a greater extent than at a later time.

It is recognized that all individuals conform, but they differ in the extent to which they are influenced by group pressure. Teenagers would differ from each other, also, in the degree or extent to which they would yield to the pressures exerted by their own age group.

Therefore, the study was undertaken to investigate some of the attitudes which might be considered favorable or unfavorable toward conformity in dress and to develop a measure which could be used in assessing the attitudes toward conformity in dress of teenage girls.

Importance of the Study. Educators, sociologists, and psychologists agree that teenager's attitudes concerning conformity in dress vary from individual to individual and from group to group. A review of the literature revealed that various efforts have been made to study general conformity among groups but little empirical research has been reported in regard to conformity in dress among teenage groups. To a person in clothing and textiles it seems important to have some method of measuring conformity in dress in order to gain more knowledge and a clearer understanding of this attitude, especially for the teen-age group. It is thought by many that conformity is most important during the teen-age years of a person's life. Some writers have observed and written about the great amount of conformity displayed by teenagers in their adoption of similar clothing styles and general appearance. Hence, the present study was undertaken in an attempt to develop an instrument to measure favorable and unfavorable attitudes toward conformity in dress among teenagers. Such a measure would be helpful to high school and college teachers, who are engaged in planning areas of study dealing with personal appearance and clothing selection and those individuals who are concerned with the psychological need of students to conform to the dress of their peer groups. This measure might also be useful in curriculum evaluation and development, guidance, and counseling.

Assumptions. There are varying degrees of conformity in dress among teenagers.

Teenagers exercise personal choice in the selection of clothing to be purchased and to be worn for particular occasions.

It is possible to measure conformity in dress among teenagers.

The scale values of statements are independent of the attitudes toward conformity held by the judges who assigned values to the statements.

There are differences in the belief and disbelief systems of those with favorable attitudes toward conformity in dress and those with unfavorable attitudes.

Purpose of the Study. The purpose of this study was to develop an instrument by which favorable and unfavorable attitudes toward conformity in dress could be measured.

DEFINITIONS OF TERMS

Conformity. The positive response of a teenager to the standards or customs of others in his peer group.

Nonconformity. The negative response of a teenager to the standards or customs of others in his peer group.

Attitude. A learned tendency to behave in a consistent way toward a given class of objects.

Behavior. The interplay of stimulus and reaction between an individual and his environment, both physical and social.

Adolescent. An individual within the thirteen to nineteen age group (also termed a teenager).

Social Influence. The phenomenon which occurs when a change in behavior of an individual appears to produce a change in behavior of a second individual.

Persuasion. The process of obtaining another's adoption of a course of action by an appeal to both feeling and intellect.

Imitation. Modes in dress produced as a copy or mimic of dress and behavior of others.

CHAPTER II

REVIEW OF LITERATURE

An investigation of the literature included writings related to the various topics under consideration in this study. The most pertinent were reviewed under the following headings: (I) the nature of conformity, (II) conformity in relation to clothing, and (III) literature related to the development of a Likert type rating scale.

I. THE NATURE OF CONFORMITY

Conformity is seen by some as meaning a movement from one's own position toward a group norm or standard of behavior. Conformity has occurred when a person's attitude or way of behavior is modified or changed through social pressure toward an opinion or mode of acting which is perceived as being more acceptable to others. Nonconformity has occurred when a person reacts negatively to the standards or norms of others. The mark of nonconformity is active rebellion, a rejection of generally accepted social goals. However, conformity and nonconformity always involve movement or change.¹

¹Edward L. Walker, and Roger W. Heyns, An Anatomy For Conformity (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1962), pp. 1-5.

Hollander wrote that it was his belief that no phenomenon within the scope of social science occupies a more central place than conformity. He indicated that all individuals in time, space, and degree conform, a basal requirement for social integration. Hollander stated that modifiability or plasticity of individual behavior is essential if society is to function smoothly. He defined conformity as a complexly determined outcome of the on-going social interaction between the individual and the other people with whom he is in contact at a specific time.²

Hollander proposed also that conformity should not lead one to assume a profound surrender of individuality. He believed that some people are too hasty in branding this as over desire for social approval when it might well be indicative of a form of pretense used to gain acceptance for other, more important, individual based behavior.³

Walker and Heyns considered conformity per se as not necessarily bad. In some realms of behavior it is considered desirable; in others, it is considered definitely undesirable. They proposed that a free society is not free. A social pattern in which every individual is permitted to do exactly as he wishes in every respect is inconceivable and has, in all probability, never existed. However, a free

²E. P. Hollander, Leaders, Groups, and Influence (New York: Oxford University Press, 1964), p. 151.

³Ibid, p. 159.

society, according to Walker and Heyns, is one in which there is a delicate balance between self-determined activity on the part of its citizens and activity conforming to standards set by society.

Walker and Heyns wrote that in conformity there are always elements of conflict because "most real life situations are characterized by conflict." More often than not an individual possesses a variety of needs and has available to him a variety of instrumental acts which might satisfy these needs in various degrees. The satisfaction of one need may require the breaking of social rules, while the satisfaction of other needs may require strict conformity to a set of rules. Therefore, the need to be accepted by society may produce conflict concerning the mode of action which will achieve this goal.⁴

Walker believed that there is much concern for the growth and development of conformity as an enduring and determining characteristic of our civilization. He stated that conformity will occur when there is a strong need and the situation requires conformity behavior in order to satisfy that need.⁵ Greater conformity to group standards is exacted or achieved by closely knit groups. Adolescent

⁴Ibid., pp. 6-8.

⁵Edward L. Walker and Roger W. Heyns, An Anatomy For Conformity (Englewood Cliffs, N. J.: Prentice-Hall Inc., 1962), p. 54.

groups manage to impose uniform dress, language and manners in defiance of the standards of the large social group from which they emerge.⁶ He indicated that feminine skirt hems and waistlines rise and fall in an "epochal" ballet with an annual rhythm. Walker concluded that when conforming behavior stands between a need of the individual and his achievement of a goal which will satisfy that need, conforming behavior will tend to occur.⁷

Hsu stated, "According to our analysis conformity is the extremely self-reliant man's defense against fear of inferiority." He held that a degree of conformity is essential for every organized society, but William J. Lederer lamented the fact that Americans have become a nation of sheep. Hsu believed that if "keeping up with the Joneses" is an expression of conformity, "out-doing the Joneses" is an expression of intensified conformity. He thought competition, which propels the individual to increase his efforts in achieving desired objectives, will simply lead him to expand and strengthen those activities and attitudes which support conformity. For the competitive individual, intensified conformity simply becomes a means to higher status. The individual will be more competitive as a means of greater conformity or more conforming as a matter of adding

⁶Ibid., p. 30.

⁷Ibid., p. 1.

to his competitive efforts.⁸

In discussing the need to conform, Sarenson stated that society has rules--some written in the laws, some unwritten. One learns early to conform to some and little by little to conform to many more. As a result of this, people tend to feel uncomfortable when they don't conform to what they perceive as right, proper, or what is demanded by others. Sarenson believed that this was particularly true of girls in high school. People move to conform in many ways because of the need for security, for a sense of worth, and for good relationships with others. For the most part, people have been inclined to follow somewhat the same patterns of dress, speech, and living arrangements as are prevalent within their association groups.

Sarenson stated also that some persons may possess an overwhelming need to conform and they dare not to be themselves. An awareness of how other people carry on their lives helps one to make suitable adjustments to the ways of others, but one should not let fear of the opinions of others dominate one's life. According to Sarenson careful thought as to what is best for ourselves and others, not just blind conformity, should be the rule.⁹

⁸F. L. K. Hsu, Clan Caste and Club (New York: D. Van Norstand Company, Inc., 1963), pp. 216-218.

⁹Herbert Sarenson, and Marguerite Malm, Psychology for Living (New York: McGraw-Hill Book Company, 1964), p. 101.

Lindzey believed that social psychologists are required to explain social conformity in human behavior. Parents set models to which children conform; fashions are models to which adults conform; and culture itself is a model to which everyone or nearly everyone conforms. He believed that no problem in social psychology is more insistent.

The term "imitation" designates the problem but does not solve it. Some nineteenth century writers saw imitation as a simple and sovereign principle suited to the explanation of all conformity. Lindzey stated, "At first a sort of chance predominance made a model, and then invincible attraction, the necessity which rules all but the strongest men to imitate what is before their eyes, and to be what they are expected to be, moulded man by that model."

Lindzey in speaking of Tarde, a French author, quoted him as saying, "Society is imitation." He translated Tarde's famous laws of imitation as follows:

(a) The law of descent maintains that superior classes are imitated by the socially inferior. Fads, we might note today, start in Paris or on Park Avenue and die on the counters of dime stores. (b) The law of geometrical progression calls attention to the rapid dissemination of a fashion, rumor, or craze from the point of origin. (c) The law of internal before the exotic helps to account for the fact that one's own culture is imitated in preference to foreign cultures.¹⁰

¹⁰Gardner Lindzey, Handbook of Social Psychology, Vol. 1 (Massachusetts U.S.A.: Addison-Wesley Publishing Company, Inc., 1954), pp. 21-22.

According to Evans, conforming behavior does hinder independency. Yet one needs to keep in mind however that one of the goals of teenagers is to develop a feeling of trust and a sense of responsibility, not only for their own actions, but for the reactions they may bestir in others.¹¹

Fishwick recently said, "American life in the 1960's may look like sameness on the surface, but underneath it is the promise of a new kind of freedom." Fishwick quoted Eric Sevareid as saying, "I would guess that the most acute worriers about conformity are the young, the big-city reared, and the untraveled. Anyone who has ever lived in a more primitive society knows what real conformity and mass-mindedness is."

Fishwick also said that conformity is linked organically to many other factors such as urbanization, automation, advertising, and mass media, for example. He believed that putting all the resulting problems into one basket labeled "conformity" will get us nowhere.¹²

According to Sherif and Sherif, conformity is a meaningful characteristic of behavior only when the individual whose behavior is in question is a member of a group possessing the norm. Most large populations are composed of diverse groups with different or even contradictory norms in

¹¹Cecilia Evans, "The Teenager and Her Family," Practical Forecast for Home Economics, Vol. 11, No. 5, January, 1966, p. F-48.

¹²Marshall W. Fishwick, "A Kind Word for Conformity," Saturday Review, December 11, 1965, p. 22.

some respects. Some norms are common to all groups in the general culture. They believed that the meaningful analysis of conformity to social norms in such large populations starts by referring specific norms to membership in specific groups. What appears at first sight to be deviation by large sections of a population may be conformity to other norms by members of groups who are at an advantage in the power structure at the time.¹³

Crumboch provided evidence that conventional or conforming behavior is learned fairly early in life. He stated that many times a person makes a choice which differs from his own first wishes because that choice is normal in his group, which is similar in philosophy to, "When in Rome do as the Romans." When the development of character remains at the conforming level, a person follows the behavior of others even when that behavior is harmful. For example, cheating on an examination is avoided by some students more because "it isn't done" than because of strongly developed ideals or fear of punishment.

Crumboch wrote that conforming behavior is realistic behavior. A person with conforming character makes choices out of expediency, not because he thinks of what is right or wrong. He learns what consequences for himself may follow cheating or staying out late, and decides not to risk those

¹³Muzafer Sherif, and Carolyn W. Sherif, An Outline of Social Psychology (New York: Harper and Brothers, 1956), p. 242.

consequences. The person with conforming character fits easily into his group, whether the group is good or bad. Getting along with others in his own group is the principal guide for his conduct. This type of personality is obviously formed by successful experience in gaining acceptance from others. A person who has been accepted consistently by a social group will expect satisfying consequences when he continues to use its standards as his own.¹⁴

Hollander and Hunt indicated that social interaction within any societal framework implies demands for regularized behaviors in the form of patterned actions or attitudinal expressions. They stated that the question of why individuals conform to the expectations of groups was at the heart of social psychological concern and a range of emphases has been suggested by way of answer. They were in agreement with other writers when they said, "One thing is certain: groups could not effectively achieve their goals without conforming behavior, nor could societies be sustained." They also believed that individuals gain quite directly from conforming, despite the fact that they give up some previous individuality in the process.¹⁵

Hollander and Hunt gave descriptive phrases for the conformist and nonconformist as determined by an assessment

¹⁴Lee J. Crunboch, Educational Psychology (New York: Harcourt, Brace and Company, 1954), pp. 581-599.

¹⁵E. P. Hollander, and Raymond G. Hunt, Current Perspective in Social Psychology (New York: Oxford University Press, 1963) pp. 391-392.

staff in the form of descriptive Q sorts. These descriptive phrases were as follows:

Nonconformist

Is an effective leader.
Takes an ascendant role in his relations with others.
Is persuasive; tends to win other people over to his point of view.
Is turned to for advice and reassurance.
Is efficient, capable, able to mobilize resources easily and effectively.
Is active and vigorous.
Is an expressive, ebullient person.
Seeks and enjoys aesthetic and sensuous impressions.
Is natural; free from pretense, unaffected.
Is self-reliant; independent in judgment; able to think for himself.

Conformist

With respect to authority, is submissive, compliant and overly accepting.
Is conforming; tends to do the things that are prescribed.
Has a narrow range of interests.
Overcontrols his impulses is inhibited; needlessly delays or denies gratification.
Is unable to make decisions without vacillation or delay.
Becomes confused, disorganized, and unadaptive under stress.
Lacks insight into his own motives and behavior.
Is suggestible; overly responsive to other people's evaluations rather than his own.¹⁶

One poll of the Purdue opinion panel, administered by Remmers in 1953, dealt in part with the attitudes of teenagers regarding democratic principles, particularly the ideal of individualism. The results indicated the American teenager does not seem to be particularly independent or individualistic in his pattern of decision making. Certain questions on the poll were aimed at defining the extent of dependency of today's adolescents. This dependency was indicated by some of the answers which were given to the poll questions and summarized by the percentage of the group

¹⁶Ibid., p. 403.

indicating dependency. A portion of the summary of the study is quoted below:

Twenty-six percent admit, "My life is pretty well planned for me."

Another twenty-six percent say, "More than anything, I want to be accepted as a member of the group that is most popular at school."

Twenty-nine percent sometimes do something "just to make people like me".

Thirty-eight percent feel that there is nothing worse than being considered an "odd ball" by other people.

Fifty percent feel greatly upset if the group doesn't approve of them.

Fifty-one percent try very hard to do everything that will please their friends.

Only forty-five percent say, "I think things out for myself and act on my own decisions."

Although seventy-eight percent declare that it's sometimes good to introduce new ideas, only forty-three percent occasionally suggest new activity and thirty-one percent are considered to be original at times.

On the statement, "My tastes are quite different from my friends," only eighteen percent agree; and on the statement, "I quite often disagree with the group's opinion," only twenty-six percent do.¹⁷

Remmers and Radler included a letter written by a teenager on the problems of adolescence, which summarized with real perceptiveness, the idea of depending on others:

Still another quite important problem is that some of us haven't whole-heartedly accepted ourselves. We need confidence to realize that the world is as much ours as it is any other person's. We need to worry more about the kind of person we live with at the time, our own self, rather than to worry so much about others. High school children think too much about what the crowd does or thinks rather than what they actually feel inside themselves. They seem to feel that if they go along with the crowd they will be more popular but actually I feel that if they stand on their own two feet they will be better off.

¹⁷H. H. Remmers, and D. H. Radler, The American Teenager (New York: The Bobbs-Merrill Company, Inc., 1957), pp. 225-226.

If we don't learn to think for ourselves we are going to get into deep water when we are put on our own. We are the leaders of tomorrow and we need to develop all our resources.¹⁸

According to Hurlock, the opinion of others, but especially the opinion of one's own age group, is of immense importance to the adolescent. She considers that conformity to the behavior and appearance of the group is not enough for the adolescent. He must conform to group opinions also. Regardless of how much the adolescent may depart from adult standards of dress, conduct, and accepted values, he is conservative where his age-mates are concerned.

Hurlock included a quotation by Garrison which described adolescent conformity as:

The normal adolescent, though idealistic in his attitudes, is a slave to group conformity. His adeptly poetic and religious interests are seldom carried over into everyday activities. If the group frowns upon such ideals; if the group keeps late hours, he is bent upon keeping late hours; and if the group swears and uses slang, he will again follow its pattern of action. There is at this age a keen desire to follow the herd to avoid being marked as "different". This attitude of conformity stands out above everything else at this period of life.¹⁹

Powell found that one of the aspects of early adolescence most publicly criticized is the pattern of conformity. He held that young teenagers act alike, dress alike, eat the same foods and like the same music. At this age, only the unusual individual is willing to differ from those of his

¹⁸Ibid., p. 229.

¹⁹Elizabeth B. Hurlock, Adolescent Development (New York: McGraw-Hill Book Company, Inc., 1955), pp. 109-172.

own age. Powell considers conformity as the youngster's attempt to obtain safety and security. The more he acts like others, the more easily he can identify with them and be accepted by them. Fear of losing group acceptance may motivate the teenager to conform, even to the extent of concealing his real values and goals, in order to be a member of the group. Conformity may be a way of learning to get along with people by being like them.

Powell reported a study that attempted to identify socially maladjusted school children. Results which related significantly to conformity were reported. A test constructed to estimate degree of conformity toward a variety of social goals was administered to more than 2000 students enrolled in grades five through twelve. The test was administered also to more than 700 delinquents living in institutions. Findings showed that standard school groups showed more conformity than did the delinquent group and that less conformity was demonstrated with increase in age and grade level. At all levels, boys showed less conformity than girls. Another important finding was that greater conformity was demonstrated by those with IQ's of 80-139, while those with IQ's below 70 or above 140 showed less conformity.²⁰

²⁰Marvin Powell, The Psychology of Adolescence (New York: The Bobbs-Merrill Company, Inc., 1963), p. 186.

II. CONFORMITY IN RELATION TO CLOTHING

As early as 1867 writers mentioned conformity in dress, not as such, but in a general way. An unknown author indicated that the fashions had no necessary connections with becomingness. He related:

They (fashions) originate in a dress or bonnet made for one person and that person they are made to suit according to dress makers' notions of suitability; but when they spread they have to be worn by all women of all heights, breadths, and complexions, and the result would, if the public in any modern country had an artistic eye, be simply frightful.... What the public does care for is "style", and style is a conventional thing in no way dependent on form or color. It means resemblance in general effect to the dress of persons of wealth or rank who pay a good deal of attention to externals, whether that general effect be produced in accordance with the rules of art or not. If the Empress of the French wore her hair in a pigtail, pigtails would be "stylish", and failure to wear pigtails would be called "odd", a term which has become synonymous with ugly or repulsive.... Of course it may be said, that by inspiring the masses with the desire, and at the same time supplying them with the means, of dressing like the favored ones of the earth, you do something toward raising them in their estimation.²¹

Jenkins conducted a study to discover whether some relation might be found between conformity as a measured aspect of personality and certain attitudes and behavior related to clothing. She selected two groups of college women for interviewing. The Jackson conformity inventory had been previously administered and the first group

²¹"The Rationale of the Fashion," The Nation, Vol. 5 (November, 21, 1867), pp. 418-419.

consisted of those scoring high in conformity, and the second group was made up of those scoring low in conformity as determined by this inventory. Jenkins reported that the high conformity group was more aware of clothing worn by the peer group, more often noticed clothing when meeting someone for the first time, and had much interest in clothes as a topic of conversation.²²

In describing conformity Powell said, "The patterns governing mode of dress and grooming for the adolescent are usually set by the peer group. Thus if some adolescent females adopt ankle bracelets as a desirable accessory, the rest of the group immediately starts wearing them." He said also that adults sometimes do not accept these patterns because they fail to realize that the adolescents' desire to be like others carries over to dress, and that this conformity is just another attempt by the adolescents to identify with the group.

Powell believed that availability of proper clothing is a problem which exists today but he does not consider it as disturbing as it was in the depression era of the 1930's. Adolescents have been known to leave school because they could not afford to dress as well as others. The problem created by differences in apparel has been eliminated in

²²Patricia Ellen Jenkins, "Conforming as an Aspect of Personality and its Relation to Certain Clothing Attitudes and Behavior of a Selected Group of College Women." Unpublished Master's thesis, The Pennsylvania State University, August, 1958.

some schools by regulations requiring uniforms. Other schools enforce rules governing appropriate attire.²³

According to Smith, the conformity enforced by the clique is revealed in control over youth's appearance and dress. He believed that youth culture initiates and reinforces conformity by setting its members apart in appearance and behavior. This distinctive appearance is achieved through clothing, hair styles, and ornamentation; unique behavior is revealed in slang and social rituals. He wrote also that dress fads and rituals such as these may change in short periods of time. Seasonal changes, for example, may be due to the style pressure of manufacturers who find in youth culture a large market, exploitable in terms of teenage styles. He indicated that emphasis is placed on praise and admiration of conformists, and abuse, ridicule, scorn, or isolation of the nonconformist. Fear of ridicule and "razzing" becomes a constant and pitiless pressure toward conformity.²⁴

Russell conducted a study to gain a better understanding of the attitudes and behavior of teenage girls as they express conformity in regard to clothing. Data for this study were secured by means of a questionnaire administered to high school girls. Of the 295 student

²³Marvin Powell, The Psychology of Adolescence (New York: The Bobbs-Merill Company, Inc., 1963) p. 68.

²⁴Ernest A. Smith, American Youth Culture (New York: The Free Press of Glencoe, 1963), pp. 11, 72.

participants; 14 were in the ninth grade, 85 were in the tenth grade, 51 were in the eleventh grade, and 45 were in the twelfth grade. Twenty-seven per cent of these girls lived in suburban areas and the remainder lived in urban areas. She found two trends present. First, there was a slight tendency for these girls to conform less to peer dictates in the matter of clothing as they became more mature and developed more confidence in themselves. Second, the tenth-grade girls tended to show more concern about conformity than did the other age groups, which provides some evidence that a peak may exist at this age level. Russell concluded:

Adolescent conformity has its roots in childhood. As the child grows he becomes more observant of what he wears, what others wear, and the occasions when certain types of clothing are worn. When the child reaches adolescence, this awareness of clothing becomes more intense. As he emerges into adolescence he also becomes increasingly aware of the importance of group opinion. The adolescent then tries to conform in appearance and behavior to group expectations.²⁵

Lynd and Lynd, in the early part of the 20th century, had observed conformity in dress among the people of Middletown. In a publication of 1927, they concluded that when females reach the age of twelve or thirteen, clothes suddenly leap into position of dominant importance which lasts until marriage and then slowly tapers off thereafter. They stated also:

²⁵Sally Russell, "Conformity in Dress as Revealed by Certain Attitudes of a Selected Group of Adolescent Girls," Unpublished Master's Thesis, the University of Tennessee, 1961.

The early sophistication of the young includes the custom of wearing expensive clothing; as in other social rituals, entrance to high school appears to be the dividing line.... One business class mother said, "The dresses girls wear to school now used to be considered party dresses. My daughter would consider herself terribly abused if she had to wear the same dress to school two successive days." ...Daughters of families of the working class do what they can to keep up with the procession and if they fall too far behind, frequently leave school.... In discussing the question of their children's leaving school, many worker's wives said, "She stopped because she was too proud to go to school unless she could have clothes like others." ...or "She's sixteen and I do want her to keep on until she graduates from high school and she wants to too, but she won't go unless she has what she considers proper clothes."²⁶

From a questionnaire on factors underlying clothing choices and attention to appearance, Silverman found that the majority of a group of 373 high school girls thought they should choose clothes which appeal to boys, which conformed to their father's tastes, which represented a compromise between their own preference and those of their mothers, and of which their friends approved. Only a small proportion of the girls indicated they would completely ignore pleasing their parents and friends. Evidence was shown that in choosing and wearing their clothes, the approval and admiration of persons in each of these categories were taken into consideration and that the desire for

²⁶Robert S. Lynd, and Helen Merrell Lynd, Middletown A Study in American Culture (New York: Harcourt, Brace and Company, 1927),

approval was a factor influencing their selections.²⁷

Silverman found that conformity persisted in all economic groups, with significant differences only in luxury items. Nearly one-third of the girls stated that they did not enjoy wearing their clothes unless their friends liked them, and twenty per cent said that they tried to acquire new articles as soon as these were available on the market.²⁸ She concluded in one portion of her study that:

The similarity throughout the age groups in the type of clothing worn suggests conformity to group standards or fashions. Sweaters and skirts, socks, and flat heeled shoes appeared to constitute virtually a uniform. It is likely that individuality is being expressed in color and in variations in cut, fabric, and design.²⁹

Another part of the Purdue opinion poll conducted by Remmers in 1953, mentioned previously on page 14 of this study, was concerned with the social orientation or "directedness" of the American teenager. It was found that the typical teenager is responsive to the feelings and opinions of his peers on such questions as what to wear to a party, what club to join, how to act when out with the gang, and personal grooming. It was also found that girls were more sensitive to peer group pressures than boys, in regard to what to wear to a party. Seventy-five percent of the

²⁷Sylvia S. Silverman, Clothing and Appearance: Their Psychological Implications for Teen Age Girls (New York: Bureau of Publications, Teacher's College, Columbia University, 1945) p. 62.

²⁸Ibid., pp. 55-57.

girls followed the tastes of people their own age as compared to sixty-nine per cent of the boys.³⁰

In writing of specific examples of conforming behavior, Sherif and Sherif said:

Typical examples of conforming behavior which reveal a group norm may be observed in functioning group units. Members of youthful gangs in New York City in the Nineteenth Century were identifiable through their conformity in matters of dress. The "Shirt Tails" all wore their shirts outside their trousers. The "Plug Uglies" adopted large plug hats which they stuffed with wool and leather and drew down over their ears during fights. Some gangs wore stripes of certain color on their trousers. The clothes of one youthful gang called the "Cougars" were chosen to resemble those of a Harvard undergraduate as closely as possible. "Sharp" styles were out in this group.³¹

III. LITERATURE RELATED TO DEVELOPMENT OF A LIKERT TYPE RATING SCALE

Hopkins defined conformity as "the condition (or degree) of congruence between a member's profile on the relevant norms and the profile of group-held norms". He indicated that the measure of conformity, like that of visibility, is simple in principle. Usually the observer develops a set of statements which he thinks may reflect the normative elements in a group's agreement on matters of

³⁰H. H. Remmers, and D. H. Radler, The American Teenager (New York: The Bobbs-Merrill Company, Inc., 1957), p. 222.

³¹Muzafer Sherif, and Carolyn W. Sherif, An Outline of Social Psychology (New York: Harper and Brothers, 1956), p. 243.

opinion. Every member of a selected sample indicates his response to each statement, and then the observer compares the responses of the subject with the responses of the total group.³²

According to Lindzey, many writers have agreed that in its broadest sense, measurement is the assignment of numerals to objects according to rules. He pointed out that the numerals may be used to represent relations among the objects similarly measured. He gave the result of a measurement as being a scale; and a scale comprises the set of numerals given to the objects by using a certain rule of assignment. A questionnaire was defined as "any collection of items". Other terms used are test, inventory, and scale.³³

The problem of validity is to discover what the scale measures. Lindzey gave the first problem of validation as the process of delimiting the attitude universe that the scale measures. One method would be to study the judgment of a group of experts. The experts could rate the items for relevance to the attitude being considered. This is, at least, a partial solution to the plaguing problem of attitude scale validity. He gave another method as the correlation

³²Terence K. Hopkins, The Exercise of Influence in Small Groups (Totowa, N. J.: Bedminster Press, 1964), p. 22.

³³Gardner Lindzey, Handbook of Social Psychology (Massachusetts: Addison Wesley Publishing Company, Inc., 1954), pp. 337-338.

of items within the scale to the total.³⁴

In writing of the validity of an attitude scale, Likert wrote, "In any discussion of the validity of attitude scales...it might be well to emphasize that at present we are dealing only with verbal behavior and claim nothing more than the importance of verbal reaction." He expressed the need to investigate the relationship between the verbal behavior expressed on an attitude scale and other more overt forms of behavior. He theorized that if verbal behavior and the other overt forms of behavior showed significant relationships, then verbal responses could be considered as more valid indices of other overt forms of behavior.³⁵

Wang, et al, as cited by Edwards, have suggested criteria for editing statements to be used in the construction of attitude scales and they suggested that each criterion be considered in editing each statement. These criteria are quoted below:

1. Avoid statements that refer to the past rather than to the present.
2. Avoid statements that are factual or capable of being interpreted as factual.
3. Avoid statements that may be interpreted in more than one way.
4. Avoid statements that are irrelevant to the psychological object under consideration.
5. Avoid statements that are likely to be endorsed by almost everyone or by almost no one.
6. Select statements that are believed to cover the entire range of the affective scale of interest.

³⁴Ibid., p. 338.

³⁵R. A. Likert, "A Technique for the Measurement of Attitudes," Archives of Psychology, 1932, No. 40, p. 32.

7. Keep the language of the statements simple, clear, and direct.
8. Statements should be short, rarely exceeding twenty words.
9. Each statement should contain only one complete thought.
10. Statements containing universals such as all, always, none, and never often introduce ambiguity and should be avoided.
11. Words such as only, just, merely, and others of a similar nature should be used with care and moderation in writing statements.
12. Whenever possible, statements should be in the form of simple sentences rather than in the form of compound or complex sentences.
13. Avoid the use of words that may not be understood by those who are to be given the completed scale.
14. Avoid the use of double negatives.³⁶

Lindzey described the Likert type scale as a summated rating of five categories of response ranging from strongly approve to strongly disapprove. The more favorable a person's attitude, the higher his expected score for the item would be. He mentioned the fact that Likert published a technique for the measurement of attitudes which was similar to methods in use in the mental testing field. He pointed out that only items with high discriminating power were selected for the final form.³⁷

In describing Likert's method of summated rating, Edwards reported that the Likert method became known as the

³⁶Allen L. Edwards, Techniques of Attitude Scale Construction (New York: Appleton-Century-Crofts, Inc., 1957), pp. 13-14.

³⁷Gardner Lindzey, Handbook of Social Psychology (Massachusetts: Addison Wesley Publishing Company, Inc., 1954), p. 551.

method of summated ratings because of the procedure of summing item scores to find the total score for each individual. Edwards wrote that in the method of summated ratings, the basis of rejecting statements is some form of item analysis. The frequency distribution of scores based upon the responses to all statements is considered. A percentage of the subjects with the highest total score and the same per cent with the lowest total scores may be taken as criterion groups in terms of which to evaluate the statements. The t value may be found by evaluating the responses of the high and low groups in individual statements. This t value is a measure of the extent to which a given statement differentiates between the high and low groups. Edwards noted that any t value equal to or greater than 1.75 indicates that the average response of the groups are significantly different. He noted further that this was only true providing that 25 or more subjects are included in each group.³⁸

Edwards stated that in the final scale, about half of the statements should be favorable and the other half should be unfavorable. He gave the advantage of having both kinds of statements represented in the final scale as a means of minimizing possible response sets of subjects that might be caused if only favorable or unfavorable statements were

³⁸Allen L. Edwards, Techniques of Attitude Scale Construction (New York: Appleton-Century-Crofts, Inc., 1957), pp. 151-152.

included on the scale. Edwards concluded that it was desirable to have a set of 20 to 25 statements that would differentiate between the high and low groups for the final scale. These statements should be those with the highest t value.³⁹

In comparing the Thurstone and Likert techniques of attitude scale construction, Edwards and Kenney stated that the method of summated rating requires a collection of statements of opinion which are edited in accordance with informal criteria which has been included earlier in this chapter. Those items not meeting the requirements were eliminated before presenting to the group of subjects. Usually a response scale of 1 to 5 is used as the subjects check their agreement with the statements. The subjects score is the sum of all scores for the individual items.⁴⁰

Edwards and Kenney made the following comment about the selection of items for a final scale:

In selecting items for the final scale, a criterion of internal consistency is used. Criterion groups consisting of the upper and lower 10 (or some other) per cent of the subjects in terms of total scores are compared to find whether the individual items will differentiate between the two groups. The means of the upper and lower groups for each item are found; items which show the largest difference between the means of the two groups are

³⁹Edwards, op. cit., p. 155.

⁴⁰Allen A. Edwards, and Katherine Claire Kenney, "A Comparison of the Thurstone and Likert Techniques of Attitude Scale Construction," Journal of Applied Psychology, 1946, pp. 30, 72.

retained in the final scale.⁴¹

Edwards and Kilpatrick used a form suitable for the Likert type reaction in the development of an attitude scale with 83 items in the preliminary form. In this scale, each item was followed by a 6 point forcing scale ranging from strongly agree to strongly disagree. The subjects checked the items in terms of the one which most nearly described their attitude with respect to the item. In all, 355 subjects filled out the questionnaire, but only 346 were usable. The scoring was done in the usual Likert fashion and the range of scores was only 64 per cent of the possible range. There was a considerable bunching at the upper (favorable) end of the distribution. For this study, two criterion groups were chosen for item analysis including approximately the upper and lower 27 per cent, in terms of total scores. The range of scores from the lower 27 per cent was from 140 to 300 and the upper 27 per cent had scores ranging from 343 to 404. The 83 items were then subjected to item analysis and the final scale consisted of 28 items which were assigned to two separate forms consisting of 14 items each.⁴²

⁴¹Ibid., p. 74.

⁴²Allen E. Edwards and Franklin P. Kilpatrick, "A Technique for the Construction of Attitude Scales," Journal of Applied Psychology, 1948, 32, pp. 379-380.

CHAPTER III

PROCEDURE OF THE INVESTIGATION

Information included in this section includes (1) development of the inventory, (2) selection of the sample, (3) administration of the inventory, and (4) statistical treatment of the data.

DEVELOPMENT OF THE INVENTORY

In an effort to find a suitable measure of conformity in dress among teenagers, a survey was made of tests and measures considered applicable to investigate conformity in dress. Some of the tests would have required a long administration period and some required personal interviews with each respondent. Many of the questions were constructed for college level subjects and were not suitable for the teenage group. Therefore, it appeared necessary to develop an instrument which could be readily administered in a relatively short period of time and which would yield reasonably revealing information in the area of conformity in dress among teenagers.

Likert's method of summated ratings was chosen because of its simplicity and ease in administering as well as its wide acceptance and use. Likert, in 1932, found that scores based upon this relatively simple assignment of

integral weights correlated .99 with more complicated normal deviant systems of weights such as Thurstone's method of equal-appearing intervals.

Ideas for statements related to attitudes of conformity and nonconformity in dress were obtained from previous studies of conformity in dress and from discussions with different individuals. Some statements were formulated specifically for this study. Statements were selected or formulated which dealt with the selection and use of clothing for social approval, to aid in gaining a sense of well being, and developing a feeling of security and belonging.

A large number of statements were collected and developed, assuming that a group of judges composed of graduate students and seniors in the field of clothing and textiles would be able to classify statements as being favorable or unfavorable toward conformity in dress. This was the method used to determine the direction of the weighting for each response, whether the statement indicated a positive or negative attitude toward conformity in dress, to be assigned to the response categories.

Permission was obtained from the professor to meet with these prospective judges at the beginning of a class period. At this time the purpose of the research was explained and directions were given for judging the statements as to the degree of conformity implied in each statement. Eighteen of the twenty-five judges were from a home economics

class consisting of graduate students in clothing and textiles, and senior clothing majors. The remaining seven judges were graduate students from another clothing and textiles class. These same graduate students also judged the additional statements which were substituted for the statements rated by the judges to be indifferent to conformity in dress.

The statements were arranged randomly with the following directions preceding the statements and given to the judges:

Following is a list of items expressing varying attitudes toward conformity in dress. Some statements are general and others are in the first person. Indicate on the five point scale the degree of favorable or unfavorable attitude toward conformity in dress which you believe the statement represents. This is not an indication of your agreement or disagreement with the statement, but it is a means for determining a scale-value of each statement as a measure of attitude toward conformity.

In the appropriate column to the right of the statement, blacken the dot in the column which corresponds to your appraisal of the degree of conformity the statement represents.

On each page of the inventory the following format was used. The categories were written across the top of the page and the 0's were placed lengthwise on the paper along the right side.

| | Strongly Conforming | | | | |
|--|---------------------------|---|---|---|---|
| | Moderately Conforming | | | | |
| | Indifferent to Conformity | | | | |
| | Moderately Nonconforming | | | | |
| | Strongly Nonconforming | | | | |
| 1. One's popularity may be greater if her clothing is the same style as worn by the rest of the group. | 0 | 0 | 0 | 0 | 0 |
| 2. People are inviting criticism if they wear skirts which are too long. | 0 | 0 | 0 | 0 | 0 |

(See Appendix A)

On the basis of the judges evaluation, those statements which were rated as indifferent to conformity in dress were eliminated and only those statements which were rated favorable or unfavorable to conformity in dress by the majority of the judges were used in the inventory, with the exception of ten statements which were used as filler statements and were not included for the statistical analysis.

The eighty-two statements used for statistical analysis were scored in the direction indicated by the judges as favorable or unfavorable to conformity in dress. (See Appendix A) The final measure consisted of eighty-two statements to be scored and ten filler statements.

In the preliminary evaluation of the statements a faculty member and a group of graduate students in clothing and textiles edited the statements. The criteria for editing statements suggested by Wang, et. al., were used in the

editing of each statement used in the final form of the measure of this study. (See page 27).

Each statement suggested a specific situation in which a high school girl might normally find herself or one which was believed to be a familiar situation for high school girls and about which they would be able to give an opinion. The testee was instructed to indicate agreement or disagreement with the statement by circling the appropriate letter(s) on a five point scale.

An explanation of the scale used for the inventory statements is presented below. An abbreviated form of the explanation was included at the top of each inventory page. (See Appendix B)

- SA - Strongly Agree. If you are very much in agreement with the statement.
- A - Agree If you are in agreement with the statement but do not have strong feelings about it.
- U - Undecided If you are not sure how you feel about the statement.
- D - Disagree. If you are not in agreement with the statement but do not have strong feelings about it.
- SD - Strongly Disagree If you are very much opposed to the statement
- D - Disagree. If you are not in agreement with the statement but do not have strong feelings about it.
- SA - Strongly Disagree If you are very much opposed to the statement.

A weight was assigned to each category of response. For favorable statements, the strongly agree response was

given the weight of 5, the agree response a weight of 4, the undecided a weight of 3, the disagree response a weight of 2, and the strongly disagree response a weight of 1. For unfavorable statements, the scoring system was reversed, with the strongly disagree response being given the weight of 5, the disagree response a weight of 4, the undecided response a weight of 3, the agree response a weight of 2, and the strongly agree response a weight of 1.

SELECTION OF THE SAMPLE

The nature of the inventory was such that a more reliable result might be expected if a relatively large sample of teenage girls participated. A sample of approximately two hundred and ten high school age girls was drawn to be the subjects for this study.

Teenage girls from Greensboro City High Schools were chosen as respondents for several reasons. Their availability was of great importance in relation to the time factor involved in administering the inventories. Also, this age group has been considered to be the group to whom conformity in dress is of greatest importance and the age when approval by others is most important. The investigator had a special interest in this age group as she had taught in a secondary school for five years and had observed the similarities in dress and appearance of high school girls.

Permission to administer the inventory to a sample of city school students was granted by the Superintendent and the

Research Specialist of the Greensboro City Schools. The high school selected was Walter Hines Page Senior High School and the principal of the school arranged for the administration of the inventory. Approximately 1,600 students from all social and economic strata were enrolled in this school.

A list of girls in the homeroom classes from the entire school was compiled, and from this list a random sample of homeroom numbers was drawn. The girls from these homerooms were the respondents for this study. The sample included 71 sophomores, 74 juniors, and 65 seniors.

III. ADMINISTERING THE INVENTORY

The inventories were administered to 210 female students from tenth, eleventh, and twelfth grades at Walter Hines Page Senior High School during the spring term of the 1965-1966 school year. The inventories were delivered to Walter Hines Page Senior High School and distributed by homeroom teachers. The teachers were given an explanation of the study and directions for distribution of the inventories. Instructions for completing the inventory were included for the respondents. (See Appendix B) The returns were to be anonymous to prevent a tendency on the part of the student to convey the impressions of themselves which they believed to be socially acceptable.

These inventories were taken home by the students to be filled out so the individuals would have as much time as

needed to complete the inventory. One hundred and eighty-seven schedules were returned but one schedule was not completed so it was eliminated from further analysis. Thus, 186 schedules or approximately 89 per cent of the inventories were returned and analyzed.

STATISTICAL TREATMENT OF THE DATA

The 92 item scale was prepared in a Likert-type scale. Each item was followed by the five point scale for indicating the degree of agreement with the statement (strongly agree, agree, undecided, disagree, and strongly disagree). Subjects were instructed to read each statement carefully and to indicate their agreement or disagreement with the statement by circling the appropriate letter(s) on the five point scale.

Scoring was done in the usual Likert manner with weights of 1 through 5 being assigned to the five response categories. A weight of 5 was given to the strongly agree response in the case of items expressing a favorable opinion about clothing conformity, and a weight of 5 to the strongly disagree response in the case of items expressing an unfavorable opinion about clothing conformity.

Response weights on the 82 individual items used for item analysis were summated for each subject and a frequency distribution plotted for the resulting scores. The range of scores obtained was from 186 to 322 which was approximately 34 per cent of the possible range, the possible range being

from 1 to 410.

Two criterion groups were selected on the basis of the total scores of the students. The highest 25 per cent or 48 subjects and the lowest 25 per cent or 48 subjects comprised the criterion groups. The purpose of using only the highest and lowest 25 per cent was to increase the sharpness of the difference between the two groups used to evaluate the individual statements. The range of scores for the lower 25 per cent or 48 students was from 186 to 229 and the range for the upper 48 students was from 260 to 322.

The 82 items were then subjected to item analysis after renumbering from 1 through 82. The t value was determined as a basis for selection of the items to be used for a final scale. This was a measure of the extent to which a given statement differentiated between the high and low groups. In the method of summated ratings, it is usually desirable to have a set of 20 to 25 statements on the final scale. These statements were selected by finding the t value of each statement and then arranging the statements in rank order according to their t values. The twenty-five statements with the largest t value were selected for the final scale.

SCOPE AND LIMITATIONS OF THE STUDY

The conformity scale used in this study is open to the usual criticism of rating scales, one of which is response sets. Therefore, an attempt was made to minimize

response sets by using both conformity and nonconformity statements and by using filler items.

At the time the inventory was administered it had only been given content validity by a group of judges closely associated with clothing and textiles and then the discriminating power of the items was checked by the t test. Thus, further tests of reliability and validity would be desirable in an extended study.

The respondents were selected from a city school and consisted only of girls. The findings apply only to teen age girls in a random sample of homerooms from one city senior high school and would not apply to a random sampling of all high school girls.

CHAPTER IV

FINDINGS AND DISCUSSION

Findings from the study were classified as follows:

(1) description of the sample, (2) results of the summation of individual responses, (3) selection of statements through one method of item analysis.

Description of the Sample

The population drawn for this study included 210 high school girls who attended Walter Hines Page Senior High School in Greensboro, North Carolina. No personal data was collected from the subjects who completed the conformity inventory. The returns were anonymous to attempt to prevent any tendency for the student to convey impressions of themselves which they felt would be socially acceptable.

Each inventory was identified by a homeroom number used by the school system. The numbers indicated only the grade level of the students. A list of homeroom students was typed and given to the homeroom teachers so that a check could be made on the number of inventories returned. The cause of no response was also listed by the homeroom teachers and returned to the investigator along with the completed inventories.

Of the 210 subjects selected for the study, 187 returned

the inventory. However, because several items were not answered on one copy, 186 inventories were used for scoring and further analysis. Of the 187 respondents, 62 were seniors, 67 were juniors, and 58 were sophomores. Those not responding included 3 seniors, 7 juniors, and 13 sophomores, giving a total of 23 subjects who did not respond. This distribution is shown in Table I.

TABLE I
DISTRIBUTION OF SUBJECTS AND INVENTORY
RETURNS BY GRADE LEVEL

| Grade | No. of Homerooms | No. of In- ventories Distributed | No. of In- ventories Returned | No. of In- ventories not Returned |
|--------|---------------------|--|-------------------------------------|--|
| 12 | 4 | 65 | 62 | 3 |
| 11 | 4 | 74 | 67 | 7 |
| 10 | 5 | 71 | 58 | 13 |
| Totals | 13 | 210 | 187 | 23 |

Several explanations were given as to why 23 inventories were not returned. The reasons were: drop-outs, absences, transfers, incompletes, and unknowns. The causes for lack of response and the number of inventories not returned are given in Table II.

TABLE II
REASONS GIVEN FOR INVENTORIES
NOT RETURNED

| Cause | Number |
|-------------|--------|
| Drop-outs | 13 |
| Absences | 3 |
| Transfers | 1 |
| Incompletes | 3 |
| Unknowns | 3 |
| Total | 23 |

Results of the Summation of Individual Responses

The method of scoring this scale was simply to assign the value of 1 to 5 to the five possible responses (strongly agree, agree, undecided, disagree, and strongly disagree). In the case of a favorable statement, the value 5 indicated the strongest feeling for conformity in dress and the value of 1 the strongest feeling for nonconformity. When the item was stated so that the agreement with it indicated nonconformity feelings, the value of 1 was given to the strongly agree response to the item. Thus, 1's were sometimes assigned to "strongly agree" and sometimes to "strongly disagree", depending on the form of the statement. Hence, these weights were assigned to the 5 response categories so that the largest weight was given always to the response category that indicated the most favorable attitude

analysis. The highest and lowest 25 per cent of the subjects were selected on the basis of total score for the 82 statements. The upper group is referred to as the "high" group and the lower group as the "low" group. The distribution by class of the upper and lower 25 percent of the subjects used for the item analysis is given in Table IV.

TABLE IV
DISTRIBUTION BY CLASS LEVEL OF
SUBJECTS IN THE HIGH AND
LOW CONFORMITY GROUPS

| Class | High Conformity Score Group | Low Conformity Score Group | Total |
|------------|--------------------------------|-------------------------------|-------|
| Sophomores | 16 | 10 | 26 |
| Juniors | 21 | 24 | 45 |
| Seniors | 11 | 14 | 25 |
| Totals | 48 | 48 | 96 |

Only the upper and lower 25 per cent of the respondent's inventories, according to total score were used for final analysis. Of the 48 respondents who scored highest, 16 were sophomores, 21 were juniors, and 11 were seniors. Of the low group, 10 were sophomores, 24 were juniors, and 16 were seniors.

It was expected that more seniors would fall into the low conformity group and more sophomores in the high conformity group since it was believed that teenagers become

less conforming as they approach the latter teen years. This was true to some degree. Since the age is not known for the individuals only grade level was considered, assuming that those respondents in the higher grade level were older. There was a higher number of juniors in both the high and low conformity score groups as shown by this inventory.

For each statement a distribution may be obtained showing the frequency for each response category for the high and low groups. In Table V such a distribution is shown for responses to statement 1 in the inventory.

TABLE V
THE DISTRIBUTION OF RESPONSES TO ONE
ATTITUDE STATEMENT (FAVORABLE)
FOR THE LOW GROUP AND
HIGH GROUP

| Response Categories | Weights (x) | Low Group | | High Group | |
|------------------------|-------------|-----------|-----|------------|-----|
| | | f | fx | f | fx |
| Strongly Agree | 5 | 1 | 5 | 9 | 45 |
| Agree | 4 | 11 | 44 | 37 | 148 |
| Undecided | 3 | 6 | 18 | 1 | 3 |
| Disagree | 2 | 19 | 38 | 1 | 2 |
| Strongly Disagree | 1 | 11 | 11 | 0 | 0 |
| Sums | | 48 | 116 | 48 | 198 |

Statement No. 1 - One's popularity may be greater if her clothing is the same style as worn by the rest of the group.

This laborious task of totaling the response frequency for each category has been eliminated by the use of modern

programs used by computer centers. The above was given to show the relationship of responses given by the high group and the low group to one statement.

Item analysis was used in this study to indicate the discriminating power of each statement for differentiating between the high and low groups in attitudes toward conformity in dress. The items which separate the conforming subjects from nonconforming subjects are believed to be discriminating. The method of demonstrating item discrimination was a test of the significance of the difference between the means of the high and low groups or the t test.

In this method, the per cent or proportion of individuals who answered the items more in the conforming direction or the high group was tested against the same proportion in the low group. If the difference was significant, the item was accepted as being one with discriminating power.

In evaluating the responses of the high and low groups to individual statements, the following ratio as suggested by Edwards was used:

$$t = \frac{X_H - X_L}{\sqrt{\frac{S_H^2}{n_H} + \frac{S_L^2}{n_L}}}$$

Where X_H = the mean score on a given statement for the high group.

X_L = the mean score on the same statement for the low group.

S_H^2 = the variance of the distribution of response of the high group to the statement.

S_L^2 = the variance of the distribution of the responses of the low group to the statement.

N_H = the number of subjects in the high group.
 N_L = the number of subjects in the low group.

The value of t shows the discriminating power or is a measure of the extent to which a given statement differentiates between the high and low groups.¹

It was desirable to find the 25 statements which would be most differentiating between the high and low groups. These statements were selected by finding the t value for each statement and then the statements were arranged in rank order according to their t values (see Appendix C). The 25 statements with the largest t value were then selected for the final conformity scale. Table VI presents the 25 statements in rank order from highest to lowest t values. The t value of these statements range from 9.3065 to 5.0088.

TABLE VI
 25 STATEMENTS WITH HIGHEST t VALUE

| Rank Order | Item No. | Question | t Value |
|---------------|-------------|---|-----------|
| *+1 | 1. | One's popularity may be greater if her clothing is the same style as worn by the rest of the group. | 9.3065 |
| * +2 | 19. | It is difficult to feel at ease when one is not dressed like one's friends. | 8.3694 |

¹Allen E. Edwards. Techniques of Attitude Scale Construction (New York: Appleton-Century-Crofts, Inc., 1957), p. 153.

TABLE VI (continued)

| Rank Order | Item No. | Question | t Value |
|---------------|-------------|--|---------|
| * +3 | 18. | If a girl does not have clothes like her friends, she should attempt to get such clothes. | 8.0081 |
| ** -4 | 73. | It is not worth while to spend money and time in order to dress like others in my school. | 7.9164 |
| * +5 | 32. | Dressing differently from friends makes one feel left out. | 7.7729 |
| ** -6 | 12. | What other people are wearing should not influence a person's choice in clothes. | 7.1555 |
| * +7 | 11. | I would buy or make a new dress for a special occasion if my wardrobe does not contain the type of dress others are wearing. | 7.0890 |
| ** -8 | 41. | Teenage girls should make up their own mind about the type of clothes they wear rather than follow the crowd. | 7.0358 |
| * +9 | 25. | One should wish to be liked by most of one's friends and in order to obtain this you must dress as they do. | 6.8998 |
| * +10 | 9. | It is of utmost importance to dress similarly to one's friends. | 6.8998 |
| * +11 | 20. | I sometimes select clothing to be dressed like others in my group, at the expense of comfort. | 6.8579 |
| * +12 | 13. | It is worth-while and beneficial to conform to the clothing standards of one's social group. | 6.6875 |
| * +13 | 3. | Wearing the right clothes has much to do with being accepted socially. | 6.5950 |
| * +14 | 26. | When a student moves to another town she should adjust to the manner of dress accepted there. | 6.4961 |

TABLE VI (continued)

| Rank Order | Item No. | Question | t Value |
|---------------|-------------|---|---------|
| ** -15 | 60. | I select my clothes to satisfy my individual taste and not to earmark me as a member of a group. | 6.3903 |
| * +16 | 81. | I get very nervous and anxious if I think other people don't approve of my dress. | 6.3645 |
| ** -17 | 62. | If I feel my clothes are not appropriate for a certain occasion I will ignore this and have a good time in spite of my clothes. | 6.2878 |
| * +18 | 38. | Dressing as others do gives a person a feeling of security and belonging. | 6.2773 |
| ** -19 | 27. | What others wear should mean very little to a teen-ager in comparison with her own view point regarding the type of clothing to wear. | 6.0087 |
| ** -20 | 34. | The person who dresses differently from others has greater appeal to me than the person who dresses as the crowd does. | 5.9943 |
| * +21 | 78. | Proper clothes are necessary to free one from shyness and embarrassment at social functions. | 5.7180 |
| ** -22 | 36. | It is a sign of insecurity to try to dress as others in my group. | 5.4005 |
| ** -23 | 23. | Striving to dress like another person is a sign of personal weakness. | 5.3990 |
| * +24 | 56. | If I arrived at a formal dance dressed in a short gown and discovered others were wearing long gowns, I would not stay. | 5.3782 |

TABLE VI (continued)

| Rank Order | Item No. | Question | t Value |
|---------------|-------------|---|---------|
| * +25 | 74. | I think my ideas about clothing are similar to the ideas of my friends. | 5.0088 |

- * + Statement rated by the judges to be positive toward conformity in dress.
 ** - Statement rated by the judges to be negative toward conformity in dress.

Of the 25 statements with the highest t value, 16 were favorable statements toward conformity in dress and nine were unfavorable toward conformity in dress. This is not a half and half distribution as Likert has suggested but it is believed that there is enough variation in statement forms to prevent possible response sets.

Although the majority of items on the inventory showed great individual differences of opinion between the high conformity group and the low conformity group of this study, there was much similarity between the answers given by both groups on nine items. Of these nine items, six were positively related to conformity as rated by the judges and three were negatively related.

One item which did not show a differentiation between the two groups was, for example, the item which referred to the wearing of warm clothing on cold, wintery days even if others did not. This item was answered in the same way by

both groups. The need for warm clothing for protection would not be considered so important in the area where the inventory was administered since extreme weather conditions occur infrequently in this area. This could have been a determining factor in the similarity of answers.

Another item in which the difference between the groups was too small to be significant was "Seeking the opinion of others as suitable clothes to wear for a specific function shows weakness of character." It is probably human nature not to admit weakness regardless of the attitude held by the individual so this may have been a cause of the great similarity between the responses to this item.

On the whole, these items were stated so that agreeing with positive statements or disagreeing with negative statements would distort the self image and lower morale. The average teenager strives to give the impression of being self confident and perhaps would reject ideas to the contrary.

Some of the items showed great individual differences of opinion between the high conformity group and the low conformity group. The 25 items with the highest t value were definitely more socially oriented than those with lower t values. The majority of these items consisted of ideas directly related to a teenager's status and acceptance by her peer group through similarity in dress. For example, the item with the highest t value brought out the idea that one's popularity may be greater if her clothing is the same

style as worn by others in the group. The conformity group appeared to be much more concerned with acceptance and similarity in dress than did the nonconformity group. This has been the opinion of many earlier writers. Girls in the high conformity group appear to hold clothing as a more important factor in popularity than the low conformity score group.

Nine statements rated by the judges to be negatively related to conformity were among the 25 statements suggested by the investigator for an attitude scale measure of conformity in dress. The content of these statements was expressed generally in terms indicating almost complete independence in matters of dress in relation to other's opinions. These nine statements were formulated in such a manner that personal opinions, feelings, and choices were much more important than the opinions of others in the same age group. These statements emphasized that it would be a sign of weakness and insecurity if an individual considered the opinions of others in making clothing decisions.

Sixteen items rated by the judges as being positively related to conformity in dress were among the 25 statements for an attitude scale measure of conformity in dress. For the most part these statements expressed dependency on one's friends in matters of clothing decision making. Clothing styles to be selected, being dressed similarly to others, and popularity gained by wearing group-approved clothing

styles were believed by the teenage subjects of this study to be necessary for social acceptance and a feeling of belonging to the group. These statements seem to suggest that a girl would feel ill at ease and left out if she did not dress in a similar manner to her friends.

CHAPTER V

SUMMARY AND CONCLUSIONS

The basic attitudes of teenagers and the effects of these attitudes upon behavior and thought are matters which have long commanded the attention of psychologists. In recent years researchers have turned intensively to the study of conformity as an aspect of behavior. However, in the area of clothing and textiles, there has been considerable and increasing concern over the social and socio-psychological aspects of clothing. This trend has prompted investigations relating to individual's attitudes concerning conformity in dress, but little empirical research has been carried out that related to conformity in dress among teenage girls.

The review of literature revealed that the teenage years are considered by many as being the age of greatest conformity. Adolescents have been known to leave school because they could not dress as well as others in the school. The conformity enforced by teenage groups is very influential in the control of youth's appearance and dress.

This study was undertaken to develop a measure to assess attitudes of conformity in dress among teenage girls. The subjects used for the investigation were girls from the sophomore, junior, and senior classes at a senior high

school in Greensboro, North Carolina. Two hundred and ten girls, approximately seventy from each class, were asked to indicate their agreement or disagreement to 82 statements which had been prejudged to be favorable or unfavorable in attitude toward conformity in dress. One hundred and eighty-six inventories were returned and used for analysis.

A weight was assigned to each category of response. For favorable statements, the strongly agree response was given the weight of 5, the agree response a weight of 4, the undecided a weight of 3, the disagree response a weight of 2, and the strongly disagree response a weight of 1. For unfavorable statements, the weights were reversed.

All data obtained from these instruments were tabulated according to Likert procedures. From the responses to the statements in the inventory, the total weights were summed to obtain a score for the total of the 82 items. The 48 subjects whose scores were the highest and the 48 whose scores were the lowest were used for further analysis.

The method used to demonstrate the discriminating power of the items or to measure how well the items separated the conforming and nonconforming groups was the *t* test. This was a test of the significance of the difference between the means of the high and low criterion groups. Surprising as it may seem, 73 of the 82 items significantly differentiated between the high conformity group and low conformity group. The difference was considered significant if the *t* value was 2 or above. Only 9 items had a *t* value

of less than 2. The t value of the items showing a significant difference ranged from 9.3 to 2.4.

The 25 items with the largest t value were selected for the final scale. The t value of these statements ranged from 5.00 to 9.31 (See page 49). Of these 25 items with the highest t value, 16 of the statements were prejudged to be favorable toward conformity in dress and nine were unfavorable toward conformity in dress. This is not a half and half distribution of favorable and unfavorable items as suggested by Likert but it is believed by the investigator that there is enough variation in the content of the items to prevent response sets of subjects.

The nine negative items suggested for an attitude scale measure of conformity in dress were expressed generally in terms indicating almost complete independence in matters of dress in relation to other's opinions. These nine statements were formulated in such a manner that personal opinions, feelings, and choices were much more important than the opinions of others in the same age group.

The sixteen positive items suggested for an attitude scale measure of conformity in dress, for the most part, expressed dependency on one's friends in matters of clothing decision making. From these statements, it appeared that the teenage subjects of this study believed that being dressed similarly to others, and popularity gained by wearing group approved clothing styles were necessary for social acceptance and a feeling of belonging to the group.

RECOMMENDATIONS FOR FURTHER STUDY

From the results of this study it was found that some items have a high discriminating power between teenagers with conforming attitudes and those with nonconforming attitudes. Therefore, it is recommended that further research be conducted in this area.

1. The final inventory consisting of 25 items could be administered to a large group of teenage girls to determine whether these items would evidence a similar discriminatory power for yielding two groups, those who have favorable and those who have unfavorable attitudes toward conformity in dress.

2. Additional research is recommended to determine whether a relationship exists between those who are conforming in clothing behavior and those who are conforming in general behavior.

3. Further research might be conducted to develop a measure for use in assessing attitudes of conformity in dress of teenage boys.

4. Additional study could be conducted including both teenage boys and girls to determine whether differences exist in attitudes toward conformity in dress between males and females at this age level.

5. The possibility that experience and maturity may lead to more independence of judgment might be investigated. This could be done by conducting a study to determine

whether differences exist in attitudes toward conformity in dress between girls in the early adolescent years and those in the late adolescent years.

6. Further investigations could be carried out in this field including both rural and urban subjects. Such a study might provide greater insight into the differences in levels of conformity which may exist between rural and urban teenagers.

7. Additional study could be carried out to determine the reliability of the inventory by correlating scores of the odd-numbered items with those of the even-numbered items.

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NOT EMPLOYED BY THE STATE OF TEXAS
IN THE DEPARTMENT OF THE ARMY
AND THE DEPARTMENT OF THE NAVY
OF THE UNITED STATES OF AMERICA

and the following persons are hereby notified that they are not to be employed by the State of Texas in the Department of the Army and the Department of the Navy of the United States of America.

APPENDIX A

The following persons are hereby notified that they are not to be employed by the State of Texas in the Department of the Army and the Department of the Navy of the United States of America.

The following persons are hereby notified that they are not to be employed by the State of Texas in the Department of the Army and the Department of the Navy of the United States of America.

ORIGINAL SCALE AS GIVEN TO JUDGES FOR
DETERMINING THE POSITIVE OR
NEGATIVE DIRECTION
OF STATEMENTS*

DIRECTIONS:

Following is a list of items expressing varying attitudes toward conformity in dress. Some statements are general and others are in first person. Indicate on the five point scale the degree of favorable or unfavorable attitude toward conformity in dress which you believe the statement represents. This is not an indication of your agreement or disagreement with the statement, but it is a means for determining a scale value of each statement as a measure of attitude toward conformity.

In the appropriate column to the right of the statement, blacken the dot in the column which corresponds to your appraisal of the degree of conformity the statement represents.

* NOTE:

- + before the statement shows the statement to be positive as rated by the judges.
- shows the statement to be negative toward conformity in dress as rated by the judges.
- 0 shows the statement to be indifferent to conformity as rated by the judges.

| | | STRONGLY CONFORMING | | | | |
|-----|--|---------------------------|---|---|---|---|
| | | MODERATELY CONFORMING | | | | |
| | | INDIFFERENT TO CONFORMING | | | | |
| | | MODERATELY NONCONFORMING | | | | |
| | | STRONGLY NONCONFORMING | | | | |
| (+) | 1. One's popularity may be greater if her clothing is the same style as worn by the rest of the group. | 0 | 0 | 0 | 0 | 0 |
| (+) | 2. People are inviting criticism if they wear skirts which are too long. | 0 | 0 | 0 | 0 | 0 |
| (+) | 3. Wearing the right clothes has much to do with being accepted socially. | 0 | 0 | 0 | 0 | 0 |
| (-) | 4. One of the least important matters of life is the whole realm of clothing and appearance. | 0 | 0 | 0 | 0 | 0 |
| (-) | 5. People spend too much effort in dressing appropriately for the occasion. | 0 | 0 | 0 | 0 | 0 |
| (-) | 6. If people were honest, they would probably admit that they get tired and bored of wearing clothes like their friends. | 0 | 0 | 0 | 0 | 0 |
| (+) | 7. It would be good for society if all women were required to wear the same style of clothes and all men wore the same style. | 0 | 0 | 0 | 0 | 0 |
| (+) | 8. The main consideration in choosing clothes is what one's friends will think of the choices. | 0 | 0 | 0 | 0 | 0 |
| (+) | 9. It is of utmost importance to dress similarly to one's friends. | 0 | 0 | 0 | 0 | 0 |
| (+) | 10. Uniformity in dress is highly desirable because it would save time and energy for other endeavors. | 0 | 0 | 0 | 0 | 0 |
| (+) | 11. I would buy or make a new dress for a special occasion if my wardrobe does not contain the type of dress others are wearing. | 0 | 0 | 0 | 0 | 0 |

| | STRONGLY CONFORMING | | | | |
|---|---------------------------|---|---|---|---|
| | MODERATELY CONFORMING | | | | |
| | INDIFFERENT TO CONFORMING | | | | |
| | MODERATELY NONCONFORMING | | | | |
| | STRONGLY NONCONFORMING | | | | |
| (-) 12. What other people are wearing should not influence a person's choice in clothes. | 0 | 0 | 0 | 0 | 0 |
| (+) 13. It is worth-while and beneficial to conform to the clothing standards of one's social group. | 0 | 0 | 0 | 0 | 0 |
| (+) 14. Certain occasions require certain kinds of dress and those participating should dress for the occasion. | 0 | 0 | 0 | 0 | 0 |
| (-) 15. People who use much time and energy to dress differently than the majority are misfits in society. | 0 | 0 | 0 | 0 | 0 |
| (0) 16. "Clothes make the man." | 0 | 0 | 0 | 0 | 0 |
| (+) 17. If a girl does not have clothes like her friends, she should attempt to get such clothes. | 0 | 0 | 0 | 0 | 0 |
| (+) 18. It is difficult to feel at ease when one is not dressed like one's friends. | 0 | 0 | 0 | 0 | 0 |
| (+) 19. I sometimes select clothing to be dressed like others in my group, at the expense of comfort. | 0 | 0 | 0 | 0 | 0 |
| (0) 20. People should not wear sloppy and unbecoming clothes. | 0 | 0 | 0 | 0 | 0 |
| (-) 21. Striving to dress like another person is a sign of personal weakness. | 0 | 0 | 0 | 0 | 0 |
| (-) 22. Clothes are not an important consideration in my age group. | 0 | 0 | 0 | 0 | 0 |
| (+) 23. One should wish to be liked by most of one's friends and in order to obtain this you must dress as they do. | 0 | 0 | 0 | 0 | 0 |

| | STRONGLY CONFORMING | | | | |
|---|---------------------------|---|---|---|---|
| | MODERATELY CONFORMING | | | | |
| | INDIFFERENT TO CONFORMING | | | | |
| | MODERATELY NONCONFORMING | | | | |
| | STRONGLY NONCONFORMING | | | | |
| (+) 24. When a student moves to another town she should adjust to the manner of dress accepted there. | 0 | 0 | 0 | 0 | 0 |
| (-) 25. What others wear should mean very little to a teen-ager in comparison with her own view point regarding the type of clothing to wear. | 0 | 0 | 0 | 0 | 0 |
| (+) 26. Most teen-agers are too concerned about their clothing chiefly because of fear of not being accepted by their friends. | 0 | 0 | 0 | 0 | 0 |
| (-) 27. There are too many fads to keep up with and it is a waste of time to bother with any of them. | 0 | 0 | 0 | 0 | 0 |
| (+) 28. Girls' clubs should consider a girl's appearance and clothing before admitting her into the club. | 0 | 0 | 0 | 0 | 0 |
| (+) 29. One should dress like the rest of her group even if she does not like their style of clothing. | 0 | 0 | 0 | 0 | 0 |
| (+) 30. Dressing differently from friends makes one feel left out. | 0 | 0 | 0 | 0 | 0 |
| (+) 31. A teen-age girl should be aware that certain occasions call for certain types of dress and she should stay home if she does not have the appropriate dress. | 0 | 0 | 0 | 0 | 0 |
| (-) 32. The person who dresses differently from others has greater appeal to me than the person who dresses as the crowd does. | 0 | 0 | 0 | 0 | 0 |
| (+) 33. People should be concerned about the impression their clothes are making upon others. | 0 | 0 | 0 | 0 | 0 |

| | STRONGLY CONFORMING | | | | |
|---|---------------------------|---|---|---|---|
| | MODERATELY CONFORMING | | | | |
| | INDIFFERENT TO CONFORMING | | | | |
| | MODERATELY NONCONFORMING | | | | |
| | STRONGLY NONCONFORMING | | | | |
| (+) 34. Dressing as others do gives a person a feeling of security and belonging. | 0 | 0 | 0 | 0 | 0 |
| (+) 35. Teen-agers should not be forced to wear clothes which set them apart from their friends. | 0 | 0 | 0 | 0 | 0 |
| (+) 36. Students who come from other countries should dress as we do rather than follow their original customs in dress. | 0 | 0 | 0 | 0 | 0 |
| (-) 37. Teen-age girls should make up their own mind about the type of clothes they wear rather than follow the crowd. | 0 | 0 | 0 | 0 | 0 |
| (-) 38. A girl should wear the length of skirt which feels most becoming to her even if her friends are wearing a shorter or longer skirt. | 0 | 0 | 0 | 0 | 0 |
| (0) 39. The present high school dress is immature and insulting. | 0 | 0 | 0 | 0 | 0 |
| (+) 40. One of the most important factors in a teen-ager's life is nice clothes. | 0 | 0 | 0 | 0 | 0 |
| (+) 41. It would be hard to have for a friend someone whose manner of dress or appearance made her somewhat disgusting, no matter how brilliant or kind she might be. | 0 | 0 | 0 | 0 | 0 |
| (-) 42. I enjoy wearing clothes my friends do not like. | 0 | 0 | 0 | 0 | 0 |
| (+) 43. It is a source of annoyance to me if a person wears strange and unusual clothes. | 0 | 0 | 0 | 0 | 0 |
| (-) 44. Before going out, I seldom, if ever, check to see what others are wearing. | 0 | 0 | 0 | 0 | 0 |

| | STRONGLY CONFORMING | | | | |
|---|---------------------------|---|---|---|---|
| | MODERATELY CONFORMING | | | | |
| | INDIFFERENT TO CONFORMING | | | | |
| | MODERATELY NONCONFORMING | | | | |
| | STRONGLY NONCONFORMING | | | | |
| (+) 45. It disturbs me to see a person in a skirt that is not the fashionable length. | 0 | 0 | 0 | 0 | 0 |
| (-) 46. Some of my ideas about clothing are impractical and sometimes a bit unusual or wild. | 0 | 0 | 0 | 0 | 0 |
| (-) 47. I seldom, if ever, give any thought to the way I appear to others. | 0 | 0 | 0 | 0 | 0 |
| (+) 48. There have been times in my life when I would have felt more at ease if my clothing had been similar to what the others were wearing. | 0 | 0 | 0 | 0 | 0 |
| (-) 49. I would wear bobbie-socks to school even if all my close friends wore nylon hose. | 0 | 0 | 0 | 0 | 0 |
| (-) 50. I wear colors, which make me feel good, even if my friends and teachers say the colors are not becoming to me. | 0 | 0 | 0 | 0 | 0 |
| (-) 51. I don't care what other people think of my clothing or my appearance. | 0 | 0 | 0 | 0 | 0 |
| (+) 52. If I arrived at a formal dance dressed in a short gown and discovered others were wearing long gowns, I would not stay. | 0 | 0 | 0 | 0 | 0 |
| (-) 53. There are times when I would like to kick over the traces and dress differently than my friends. | 0 | 0 | 0 | 0 | 0 |
| (-) 54. It is of little matter to me what my friends wear. | 0 | 0 | 0 | 0 | 0 |
| (-) 55. Even if my friends did not wear warm clothing on cold, wintery days, I would. | 0 | 0 | 0 | 0 | 0 |

| | STRONGLY CONFORMING | | | | |
|---|---------------------------|---|---|---|---|
| | MODERATELY CONFORMING | | | | |
| | INDIFFERENT TO CONFORMING | | | | |
| | MODERATELY NONCONFORMING | | | | |
| | STRONGLY NONCONFORMING | | | | |
| (-) 56. I select my clothes to satisfy my individual taste and not to earmark me as a member of a group. | 0 | 0 | 0 | 0 | 0 |
| (-) 57. A person will make a good impression on others if she dresses differently from everyone in her crowd. | 0 | 0 | 0 | 0 | 0 |
| (-) 58. If I feel my clothes are not appropriate for a certain occasion I will ignore this and have a good time in spite of my clothes. | 0 | 0 | 0 | 0 | 0 |
| (+) 59. I would not wear out-of-date styles to school. | 0 | 0 | 0 | 0 | 0 |
| (+) 60. I will not buy a new style in clothing until my firends have accepted it. | 0 | 0 | 0 | 0 | 0 |
| (+) 61. I would avoid a new girl in school who dresses very differently from other students. | 0 | 0 | 0 | 0 | 0 |
| (+) 62. The standards of dress set up by a group should be followed by its members. | 0 | 0 | 0 | 0 | 0 |
| (-) 63. A person whose dress is similar to others shows a lack of individuality. | 0 | 0 | 0 | 0 | 0 |
| (-) 64. I like to make an impression by dressing differently from everyone else. | 0 | 0 | 0 | 0 | 0 |
| (+) 65. When one of my close friends gets something new, I usually end up with something similar. | 0 | 0 | 0 | 0 | 0 |
| (+) 66. I never wear what might be called different clothing. | 0 | 0 | 0 | 0 | 0 |

| | STRONGLY CONFORMING | | | | |
|--|---------------------------|---|---|---|---|
| | MODERATELY CONFORMING | | | | |
| | INDIFFERENT TO CONFORMING | | | | |
| | MODERATELY NONCONFORMING | | | | |
| | STRONGLY NONCONFORMING | | | | |
| (+) 67. I think my ideas about clothing are similar to the ideas of my friends. | 0 | 0 | 0 | 0 | 0 |
| (-) 68. I am not flattered if one of my friends buys a dress just like mine. | 0 | 0 | 0 | 0 | 0 |
| (+) 69. It is worth taking a part time job in order to earn money to buy appropriate clothes. | 0 | 0 | 0 | 0 | 0 |
| (+) 70. Invitations should be refused if the right clothes are not available. | 0 | 0 | 0 | 0 | 0 |
| (+) 71. It is difficult to understand how some people can be so unconcerned about their clothes. | 0 | 0 | 0 | 0 | 0 |
| (+) 72. Proper clothes are necessary to free one from shyness and embarrassment at social functions. | 0 | 0 | 0 | 0 | 0 |
| (+) 73. I have sometimes stayed away from another person because I felt she was better dressed than I was. | 0 | 0 | 0 | 0 | 0 |
| (+) 74. I get very nervous and anxious if I think other people don't approve of my dress. | 0 | 0 | 0 | 0 | 0 |
| (0) 75. Once I have made up my mind about the type of clothes I like, I don't change it. | 0 | 0 | 0 | 0 | 0 |

ADDITIONAL STATEMENTS TO REPLACE ONES
JUDGED NON-DIRECTIONAL BY JUDGES

| | | STRONGLY CONFORMING | | | | |
|-----|---|---------------------------|---|---|---|---|
| | | MODERATELY CONFORMING | | | | |
| | | INDIFFERENT TO CONFORMING | | | | |
| | | MODERATELY NONCONFORMING | | | | |
| | | STRONGLY NONCONFORMING | | | | |
| (+) | 1. Seeking the opinion of others as to suitable clothes to wear for a specific function shows weakness of character. | 0 | 0 | 0 | 0 | 0 |
| (-) | 2. It is humanity's great misfortune that so many people concern themselves with the trivialities of clothing. | 0 | 0 | 0 | 0 | 0 |
| (-) | 3. An individual should show his unique character by dressing differently than people with whom he associates. | 0 | 0 | 0 | 0 | 0 |
| (0) | 4. I get pretty discouraged with the way teen-agers dress today. | 0 | 0 | 0 | 0 | 0 |
| (-) | 5. I would not enjoy attending a school that required the wearing of a uniform. | 0 | 0 | 0 | 0 | 0 |
| (+) | 6. I notice the person who does not wear the popular teen-age styles. | 0 | 0 | 0 | 0 | 0 |
| (0) | 7. Teen-agers today are exposing too much of the body; we should return to a more traditional style in dress which conceals the body. | 0 | 0 | 0 | 0 | 0 |
| (-) | 8. The clothing one wears is far over-rated as an important factor in popularity. | 0 | 0 | 0 | 0 | 0 |
| (0) | 9. People should always be neat, meticulous and careful in their manner of dress. | 0 | 0 | 0 | 0 | 0 |

| | STRONGLY CONFORMING | | | | |
|---|---------------------------|---|---|---|---|
| | MODERATELY CONFORMING | | | | |
| | INDIFFERENT TO CONFORMING | | | | |
| | MODERATELY NONCONFORMING | | | | |
| | STRONGLY NONCONFORMING | | | | |
| (0) 10. Being properly dressed should be as natural to a person as correct posture. | 0 | 0 | 0 | 0 | 0 |
| (+) 11. People with deep seated feelings of inferiority usually think they must dress like the majority of their group to be accepted by the group. | 0 | 0 | 0 | 0 | 0 |
| (+) 12. The people with whom I associate say I am too sensitive as to what others think of the clothes I wear. | 0 | 0 | 0 | 0 | 0 |
| (+) 13. Clothing is very important in making a favorable first impression. | 0 | 0 | 0 | 0 | 0 |
| (+) 14. One should be open to suggestions from her friends when selecting clothes. | 0 | 0 | 0 | 0 | 0 |
| (-) 15. It is not worth while to spend money and time in order to dress like others in my school. | 0 | 0 | 0 | 0 | 0 |
| (+) 16. A person who doesn't have the abilities to select her own clothing, would dress like others. | 0 | 0 | 0 | 0 | 0 |
| (0) 17. A person who has style in appearance must be a keen observer of the times, of social trends, and fashion. | 0 | 0 | 0 | 0 | 0 |

Directions for Responding to the Opinion Surveys

Teen-agers differ in their opinions about clothing and general behavior. A number of statements about these are given in the opinion survey attached to this sheet. Some statements are expressed in a general way and others are stated in the first person. Carefully read each statement and indicate your agreement or disagreement with the statement by circling the appropriate letter(s) on the five-point scale. Following is an explanation of the coding system for this scale:

APPENDIX B

- | | | |
|------------------------|-------|---|
| 11 - Strongly Agree | ..... | If you are very much in agreement with the statement |
| 1 - Agree | ..... | If you are in agreement with the statement but do not have strong feelings about it |
| 0 - Undecided | ..... | If you are not sure how you feel about the statement |
| 2 - Disagree | ..... | If you are not in agreement with the statement but do not have strong feelings about it |
| 22 - Strongly Disagree | ..... | If you are very much opposed to the statement |

The code is repeated on each page of the opinion scales.

There are no time limits.

Do not sign your name.

It is important that you give your opinion of each statement but do not circle more than one letter(s) for your

Directions for Responding to the Opinion Surveys

Teen-agers differ in their opinions about clothing and general behavior. A number of statements about these are given in the opinion survey attached to this sheet. Some statements are expressed in a general way and others are stated in the first person. Carefully read each statement and indicate your agreement or disagreement with the statement by circling the appropriate letter(s) on the five point scale. Following is an explanation of the coding system for this scale:

| | | | |
|----|---------------------|-------|---|
| SA | - Strongly Agree | ..... | If you are very much in agreement with the statement |
| A | - Agree | ..... | If you are in agreement with the statement but do not have strong feelings about it |
| U | - Undecided | ..... | If you are not sure how you feel about the statement |
| D | - Disagree | ..... | If you are not in agreement with the statement but do not have strong feelings about it |
| SD | - Strongly Disagree | ..... | If you are very much opposed to the statement |

The code is repeated on each page of the opinion scales.

There are no time limits.

Do not sign your name.

It is important that you give your opinion of each statement but do not circle more than one letter(s) for your

response.

Please do not compare your response with those of your friends. We want your own personal feelings shown in your response.

OPINION SURVEY - No. 1

- | | (1) Disagree | (2) Disagree | (3) Strongly Disagree |
|--|--------------|--------------|-----------------------|
| 1. One's popularity may be greater if her clothing is the same as worn by the rest of the group. | SA | A | D SD |
| 2. People are inviting criticism if they wear skirts which are too long. | SA | A | D SD |
| 3. Wearing the right clothes has much to do with being accepted socially. | SA | A | D SD |
| 4. One of the least important aspects of life is the whole realm of clothing and appearance. | SA | A | D SD |
| 5. People spend too much effort in dressing appropriately for the occasion. | SA | A | D SD |
| 6. If people were properly dressed they probably would have more respect and better success in their careers. | SA | A | D SD |
| 7. It would be good for society if all women wore the same dress and the same style of skirt and all wore the same shoes. | SA | A | D SD |
| 8. The main consideration in selecting clothes is how it looks to others. | SA | A | D SD |
| 9. It is of minor importance to dress similarly to one's friends. | SA | A | D SD |
| 10. Uniformity in dress is highly desirable because it would save time and money for other endeavors. | SA | A | D SD |
| 11. I would buy or wear a new dress for a special occasion if my wardrobe was not full of the type of dress which are wearing. | SA | A | D SD |

OPINION SURVEY - NO. I
(CLOTHING)

(SA) Strongly Agree
(A) Agree
(U) Undecided
(D) Disagree
(SD) Strongly Disagree

1. One's popularity may be greater if her clothing is the same style as worn by the rest of the group. SA A U D SD
2. People are inviting criticism if they wear skirts which are too long. SA A U D SD
3. Wearing the right clothes has much to do with being accepted socially. SA A U D SD
4. One of the least important matters of life is the whole realm of clothing and appearance. SA A U D SD
5. People spend too much effort in dressing appropriately for the occasion. SA A U D SD
6. If people were honest, they would probably admit that they get tired and bored of wearing clothes like their friends. SA A U D SD
7. It would be good for society if all women were required to wear the same style of clothes and all men wore the same style. SA A U D SD
8. The main consideration in choosing clothes is what one's friends will think of the choices. SA A U D SD
9. It is of utmost importance to dress similarly to one's friends. SA A U D SD
10. Uniformity in dress is highly desirable because it would save time and energy for other endeavors. SA A U D SD
11. I would buy or make a new dress for a special occasion if my wardrobe does not contain the type of dress others are wearing. SA A U D SD

(SA) Strongly Agree
 (A) Agree
 (U) Undecided
 (D) Disagree
 (SD) Strongly Disagree

12. What other people are wearing should not influence a person's choice in clothes. SA A U D SD
13. It is worth-while and beneficial to conform to the clothing standards of one's social group. SA A U D SD
14. Certain occasions require certain kinds of dress and those participating should dress for the occasion. SA A U D SD
15. People who use much time and energy to dress differently than the majority are misfits in society. SA A U D SD
16. Seeking the opinion of others as to suitable clothes to wear for a specific function shows weakness of character. SA A U D SD
17. It is humanity's great misfortune that so many people concern themselves with the trivialities of clothing. SA A U D SD
18. If a girl does not have clothes like her friends, she should attempt to get such clothes. SA A U D SD
19. It is difficult to feel at ease when one is not dressed like one's friends. SA A U D SD
20. I sometimes select clothing to be dressed like others in my group, at the expense of comfort. SA A U D SD
21. A person who dresses similarly to others shows a lack of individuality. SA A U D SD
22. An individual should show his unique character by dressing differently than people with whom he associates. SA A U D SD
23. Striving to dress like another person is a sign of personal weakness. SA A U D SD
24. Clothes are not an important consideration in my age group. SA A U D SD

(SA) Strongly Agree
 (A) Agree
 (U) Undecided
 (D) Disagree
 (SD) Strongly Disagree

25. One should wish to be liked by most of one's friends and in order to obtain this you must dress as they do. SA A U D SD
26. When a student moves to another town she should adjust to the manner of dress accepted there. SA A U D SD
27. What others wear should mean very little to a teen-ager in comparison with her own view point regarding the type of clothing to wear. SA A U D SD
28. Most teen-agers are too concerned about their clothing chiefly because of fear of not being accepted by their friends. SA A U D SD
29. There are too many fads to keep up with and it is a waste of time to bother with any of them. SA A U D SD
30. Girls' clubs should consider a girl's appearance and clothing before admitting her into the club. SA A U D SD
31. One should dress like the rest of her group even if she does not like their style of clothing. SA A U D SD
32. Dressing differently from friends makes one feel left out. SA A U D SD
33. A teen-age girl should be aware that certain occasions call for certain types of dress and she should stay home if she does not have the appropriate dress. SA A U D SD
34. The person who dresses differently from others has greater appeal to me than the person who dresses as the crowd does. SA A U D SD
35. People should be concerned about the impression their clothes are making up-on others. SA A U D SD

(SA) Strongly Agree
 (A) Agree
 (U) Undecided
 (D) Disagree
 (SD) Strongly Disagree

- | | | | | | |
|---|----|---|---|---|----|
| 36. I get pretty discouraged with the way teen-agers dress today. | SA | A | U | D | SD |
| 37. It is a sign of insecurity to try to dress as others in my group. | SA | A | U | D | SD |
| 38. I would not enjoy attending a school that required the wearing of a uniform. | SA | A | U | D | SD |
| 39. Dressing as others do gives a person a feeling of security and belonging. | SA | A | U | D | SD |
| 40. Teen-agers should not be forced to wear clothes which set them apart from their friends. | SA | A | U | D | SD |
| 41. Students who come from other countries should dress as we do rather than follow their original customs in dress. | SA | A | U | D | SD |
| 42. Teen-age girls should make up their own mind about the type of clothes they wear rather than follow the crowd. | SA | A | U | D | SD |
| 43. A girl should wear the length of skirt which feels most becoming to her even if her friends are wearing a shorter or longer skirt. | SA | A | U | D | SD |
| 44. The present high school dress is immature and insulting. | SA | A | U | D | SD |
| 45. One of the most important factors in a teen-ager's life is nice clothes. | SA | A | U | D | SD |
| 46. It would be hard to have for a friend someone whose manner of dress or appearance made her somewhat disgusting, no matter how brilliant or kind she might be. | SA | A | U | D | SD |
| 47. I enjoy wearing clothes my friends do not like. | SA | A | U | D | SD |
| 48. It is a source of annoyance to me if a person wears strange and unusual clothes. | SA | A | U | D | SD |

(SA) Strongly Agrees
 (A) Agree
 (U) Undecided
 (D) Disagree
 (SD) Strongly Disagree

49. Before going out, I seldom, if ever,
 check to see what others are wearing. SA A U D SD
50. It disturbs me to see a person in a
 skirt that is not the fashionable
 length. SA A U D SD
51. Some of my ideas about clothing are im-
 practical and sometimes a bit unusual
 or wild. SA A U D SD
52. I seldom, if ever, give any thought to
 the way I appear to others. SA A U D SD
53. There have been times in my life when I
 would have felt more at ease if my cloth-
 ing had been similar to what the others
 were wearing. SA A U D SD
54. I would wear bobbie-socks to school even
 if all my close friends wore nylon hose. SA A U D SD
55. I notice the person who does not wear the
 popular teen-age styles. SA A U D SD
56. Teen-agers today are exposing too much
 of the body; we should return to a more
 traditional style in dress which con-
 ceals the body. SA A U D SD
57. I wear colors, which make me feel good,
 even if my friends and teachers say the
 colors are not becoming to me. SA A U D SD
58. I don't care what other people think of
 my clothing or my appearance. SA A U D SD
59. If I arrived at a formal dance dressed
 in a short gown and discovered others
 were wearing long gowns, I would not
 stay. SA A U D SD
60. It is of little matter to me what my
 friends wear. SA A U D SD
61. Even if my friends did not wear warm
 clothing on cold, wintery days, I would. SA A U D SD

(SA) Strongly Agree
 (A) Agree
 (U) Undecided
 (D) Disagree
 (SD) Strongly Disagree

62. The clothing one wears is far over-rated as an important factor in popularity. SA A U D SD
63. People should always be neat, meticulous and careful in their manner of dress. SA A U D SD
64. Being properly dressed should be as natural to a person as correct posture. SA A U D SD
65. I select my clothes to satisfy my individual taste and not to earmark me as a member of a group. SA A U D SD
66. A person will make a good impression on others if she dresses differently from everyone in her crowd. SA A U D SD
67. If I feel my clothes are not appropriate for a certain occasion I will ignore this and have a good time in spite of my clothes. SA A U D SD
68. I would not wear out-of-date styles to school. SA A U D SD
69. I will not buy a new style in clothing until my friends have accepted it. SA A U D SD
70. Clothing, in a major part, makes the man. SA A U D SD
71. People with deep seated feelings of inferiority usually think they must dress like the majority of their group to be accepted by the group. SA A U D SD
72. I would avoid a new girl in school who dresses very differently from other students. SA A U D SD
73. The standard of dress set up by a group should be followed by its members. SA A U D SD
74. A person whose dress is similar to others shows a lack of individuality. SA A U D SD

(SA) Strongly Agree
 (A) Agree
 (U) Undecided
 (D) Disagree
 (SD) Strongly Disagree

- | | | | | | |
|--|----|---|---|---|----|
| 75. The people with whom I associate say I am too sensitive as to what others think of the clothes I wear. | SA | A | U | D | SD |
| 76. Clothing is very important in making a favorable first impression. | SA | A | U | D | SD |
| 77. I like to make an impression by dressing differently from everyone else. | SA | A | U | D | SD |
| 78. When one of my close friends gets something new, I usually end up with something similar. | SA | A | U | D | SD |
| 79. I never wear what might be called different clothing. | SA | A | U | D | SD |
| 80. One should be open to suggestions from her friends when selecting clothes. | SA | A | U | D | SD |
| 81. It is not worth while to spend money and time in order to dress like others in my school. | SA | A | U | D | SD |
| 82. I think my ideas about clothing are similar to the ideas of my friends. | SA | A | U | D | SD |
| 83. I am not flattered if one of my friends buys a dress just like mine. | SA | A | U | D | SD |
| 84. It is worth taking a part time job in order to earn money to buy appropriate clothes. | SA | A | U | D | SD |
| 85. Invitations should be refused if the right clothes are not available. | SA | A | U | D | SD |
| 86. Proper clothes are necessary to free one from shyness and embarrassment at social functions. | SA | S | U | D | SD |
| 87. It is difficult to understand how some people can be so unconcerned about their clothes. | SA | S | U | D | SD |
| 88. I have sometimes stayed away from another person because I felt she was better dressed than I was. | SA | S | U | D | SD |

(SA) Strongly Agree
(A) Agree
(U) Undecided
(D) Disagree
(SD) Strongly Disagree

89. I get very nervous and anxious if I think other people don't approve of my dress. SA A U D SD
90. Once I have made up my mind about the type of clothes I like, I don't change it. SA A U D SD
91. A person who doesn't have the abilities to select her own clothing, would dress like others. SA A U D SD
92. A person who has style in appearance must be a keen observer of the times, of social trends, and fashion. SA A U D SD

TABLE VII

RAISE RATES OF ITEMS ACCORDING TO A VALUE

| Rank Order | Item Number | Item | Value |
|---------------|----------------|--|--------|
| 1 | 1. | One's popularity is much greater if her clothing is the same style as worn by the rest of the group. | 9.3065 |
| 2 | 10. | It is difficult to feel at ease when one is not dressed like one's friends. | 8.3046 |
| 3 | 18. | If a girl does not have clothes like her friends, she should attempt to get a clothes. | 8.0081 |
| 4 | 75. | It is not worth while to have a new dress and then in order to dress like others by school. | 7.9164 |
| 5 | 32. | Imagining differently from friends makes one feel left out. | 7.7729 |
| 6 | 15. | What other people are wearing should not influence a person's choice in clothes. | 7.1555 |
| 7 | 71. | I would buy or make a new dress for a special occasion if my wardrobe does not contain the type of dress others are wearing. | 6.9543 |
| 8 | 41. | Teen-age girls should make up their own mind about the type of clothes they wear rather than follow the crowd. | 7.0800 |
| 9 | 25. | One should wish to be liked by most of one's friends. | 7.0358 |

TABLE VII

RANK ORDER OF ITEMS ACCORDING TO t VALUES

| Rank Order | Item Number | Item | t Value |
|---------------|----------------|--|-----------|
| 1 | 1. | One's popularity may be greater if her clothing is the same style as worn by the rest of the group. | 9.3065 |
| 2 | 19. | It is difficult to feel at ease when one is not dressed like one's friends. | 8.3694 |
| 3 | 18. | If a girl does not have clothes like her friends, she should attempt to get such clothes. | 8.0081 |
| 4 | 73. | It is not worth while to spend money and time in order to dress like others in my school. | 7.9164 |
| 5 | 32. | Dressing differently from friends makes one feel left out. | 7.7729 |
| 6 | 12. | What other people are wearing should not influence a person's choice in clothes. | 7.1555 |
| 7 | 11. | I would buy or make a new dress for a special occasion if my wardrobe does not contain the type of dress others are wearing. | 7.0890 |
| 8 | 41. | Teen-age girls should make up their own mind about the type of clothes they wear rather than follow the crowd. | 7.0358 |
| 9 | 25. | One should wish to be liked by most of one's friends | |

RANK ORDER OF ITEMS ACCORDING TO t VALUES (Continued)

| Rank Order | Item Number | Item | t Value |
|---------------|----------------|---|---------|
| | | and in order to obtain this you must dress as they do. | 6.9657 |
| 10 | 9. | It is of utmost importance to dress similarly to one's friends. | 6.8998 |
| 11 | 20. | I sometimes select clothing to be dressed like others in my group, at the expense of comfort. | 6.8579 |
| 12 | 13. | It is worth-while and beneficial to conform to the clothing standards of one's social group. | 6.6875 |
| 13 | 3. | Wearing the right clothes has much to do with being accepted socially. | 6.5950 |
| 14 | 26. | When a student moves to another town she should adjust to the manner of dress accepted there. | 6.4961 |
| 15 | 60. | I select my clothes to satisfy my individual taste and not to earmark me as a member of a group. | 6.3903 |
| 16 | 81. | I get very nervous and anxious if I think other people don't approve of my dress. | 6.3645 |
| 17 | 62. | If I feel my clothes are not appropriate for a certain occasion I will ignore this and have a good time in spite of my clothes. | 6.2878 |

RANK ORDER OF ITEMS ACCORDING TO t VALUES (Continued)

| Rank Order | Item Number | Item | t Value |
|---------------|----------------|---|---------|
| 18 | 38. | Dressing as others do gives a person a feeling of security and belonging. | 6.2773 |
| 19 | 27. | What others wear should mean very little to a teen-ager in comparison with her own view point regarding the type of clothing to wear. | 6.0087 |
| 20 | 34. | The person who dresses differently from others has greater appeal to me than the person who dresses as the crowd does. | 5.9943 |
| 21 | 78. | Proper clothes are necessary to free one from shyness and embarrassment at social functions. | 5.7181 |
| 22 | 36. | It is a sign of insecurity to try to dress as others in my group. | 5.4005 |
| 23 | 23. | Striving to dress like another person is a sign of personal weakness. | 5.3990 |
| 24 | 56. | If I arrived at a formal dance dressed in a short gown and discovered others were wearing long gowns, I would not stay. | 5.3782 |
| 25 | 74. | I think my ideas about clothing are similar to the ideas of my friends. | 5.0088 |
| 26 | 43. | One of the most important factors in a teen-ager's life is nice clothes. | 4.9625 |

RANK ORDER OF ITEMS ACCORDING TO t VALUES (Continued)

| Rank Order | Item Number | Item | t Value |
|---------------|----------------|---|---------|
| 27 | 69. | I like to make an impression by dressing differently from everyone else. | 4.8800 |
| 28 | 57. | It is of little matter to me what my friends wear. | 4.6998 |
| 29 | 17. | It is humanity's great misfortune that so many people concern themselves with the trivialities of clothing. | 4.6860 |
| 30 | 63. | I would not wear out-of-date styles to school. | 4.6459 |
| 31 | 29. | There are too many fads to keep up with and it is a waste of time to bother with any of them. | 4.6385 |
| 32 | 66. | The standard of dress set up by a group should be followed by its members. | 4.6334 |
| 33 | 31. | One should dress like the rest of her group even if she does not like their style of clothing. | 4.5714 |
| 34 | 52. | I would wear bobbie-socks to school even if all my close friends wore nylon hose. | 4.5075 |
| 35 | 6. | If people were honest, they would probably admit that they get tired and bored of wearing clothes like their friends. | 4.4403 |
| 36 | 65. | I would avoid a new girl in school who dresses very differently from other students. | 4.4158 |

RANK ORDER OF ITEMS ACCORDING TO t VALUES (Continued)

| Rank Order | Item Number | Item | t Value |
|---------------|----------------|---|---------|
| 37 | 30. | Girls' clubs should consider a girl's appearance and clothing before admitting her into the club. | 4.4006 |
| 38 | 22. | An individual should show his unique character by dressing differently than people with whom he associates. | 4.3348 |
| 39 | 21. | A person who dresses similarly to others shows a lack of individuality. | 4.2613 |
| 40 | 24. | Clothes are not an important consideration in my age group. | 4.2339 |
| 41 | 8. | The main consideration in choosing clothes is what one's friends will think of the choices. | 4.2143 |
| 42 | 71. | I never wear what might be called different clothing. | 4.1700 |
| 43 | 61. | A person will make a good impression on others if she dresses differently from everyone in her crowd. | 3.9878 |
| 44 | 68. | Clothing is very important in making a favorable first impression. | 3.9823 |
| 45 | 51. | There have been times in my life when I would have felt more at ease if my clothing had been similar to what the others were wearing. | 3.9648 |
| 46 | 35. | People should be concerned about the impression | |

RANK ORDER OF ITEMS ACCORDING TO t VALUES (Continued)

| Rank Order | Item Number | Item | t Value |
|---------------|----------------|--|---------|
| | | their clothes are making upon others. | 3.9335 |
| 47 | 64. | I will not buy a style in clothing until my friends have accepted it. | 3.8772 |
| 48 | 54. | I wear colors, which make me feel good, even if my friends and teachers say the colors are not becoming to me. | 3.8564 |
| 49 | 80. | I have sometimes stayed away from another person because I felt she was better dressed than I was. | 3.8270 |
| 50 | 50. | I seldom, if ever, give any thought to the way I appear to others. | 3.7187 |
| 51 | 39. | Teen-agers should not be forced to wear clothes which set them apart from their friends. | 3.6530 |
| 52 | 77. | Invitations should be refused if the right clothes are not available. | 3.6068 |
| 53 | 76. | It is worth taking a part time job in order to earn money to buy appropriate clothes. | 3.5540 |
| 54 | 55. | I don't care what other people think of my clothing or my appearance. | 3.4593 |
| 55 | 5. | People spend too much effort in dressing appropriately | |

RANK ORDER OF ITEMS ACCORDING TO t VALUES (Continued)

| Rank Order | Item Number | Item | t Value |
|---------------|----------------|---|---------|
| | | for the occasion. | 3.4357 |
| 56 | 46. | It is a source of annoyance to me if a person wears strange and unusual clothes. | 3.2679 |
| 57 | 33. | A teen-age girl should be aware that certain occasions call for certain types of dress and she should stay home if she does not have the appropriate dress. | 3.1346 |
| 58 | 4. | One of the least important matters of life is the whole realm of clothing and appearance. | 3.1301 |
| 59 | 70. | When one of my close friends gets something new, I usually end up with something similar. | 2.9971 |
| 60 | 59. | The clothing one wears is far overrated as an important factor in popularity. | 2.9439 |
| 61 | 79. | It is difficult to understand how some people can be so unconcerned about their clothes. | 2.9081 |
| 62 | 48. | It disturbs me to see a person in a skirt that is not the fashionable length. | 2.8093 |
| 63 | 42. | A girl should wear the length of skirt which feels most becoming to her even if her friends are wearing a shorter or longer skirt. | 2.7998 |

RANK ORDER OF ITEMS ACCORDING TO t VALUES (Continued)

| Rank Order | Item Number | Item | t Value |
|---------------|----------------|---|------------|
| 64 | 45. | I enjoy wearing clothes my friends do not like. | 2.6677 |
| 65 | 15. | People who use much time and energy to dress differently than the majority are misfits in society. | 2.5110 |
| 66 | 44. | It would be hard to have for a friend someone whose manner of dress or appearance made her somewhat disgusting, no matter how brilliant or kind she might be. | 2.4977 |
| 67 | 67. | A person whose dress is similar to others shows a lack of individuality. | 2.4938 |
| 68 | 47. | Before going out, I seldom, if ever, check to see what others are wearing. | 2.4865 |
| 69 | 40. | Students who come from other countries should dress as we do rather than follow their original customs in dress. | 2.4143 |
| 70 | 53. | I notice the person who does not wear the popular teen-age styles. | 1.9314 NS* |
| 71 | 75. | I am not flattered if one of my friends buys a dress just like mine. | 1.9215 NS* |
| 72 | 14. | Certain occasions require certain kinds of dress and those participating should dress for the occasion. | 1.9215 NS* |

RANK ORDER OF ITEMS ACCORDING TO t VALUES (Continued)

| Rank Order | Item Number | Item | t Value |
|---------------|----------------|--|------------|
| 73 | 58. | Even if my friends did not wear warm clothing on cold, wintery days, I would. | 1.7219 NS* |
| 74 | 2. | People are inviting criticism if they wear skirts which are too long. | 1.6512 NS* |
| 75 | 16. | Seeking the opinion of others as to suitable clothes to wear for a specific function shows weakness of character. | 1.6233 NS* |
| 76 | 7. | It would be good for society if all women were required to wear the same style of clothes and all men wore the same style. | 1.5181 NS* |
| 77 | 49. | Some of my ideas about clothing are impractical and sometimes a bit unusual or wild. | 1.4195 NS* |
| 78 | 82. | A person who doesn't have the abilities to select her own clothing, would dress like others. | 1.1912 NS* |

* NS - Not Significant

TABLE VIII

TEN FILLER ITEMS RATED AS INDIFFERENT TO CONFORMITY BY THE JUDGES

| Item Number | Item |
|----------------|---|
| 36. | I get pretty discouraged with the way teen-agers dress today. |
| 44. | The present high school dress is immature and insulting. |
| 56. | Teen-agers today are exposing too much of the body; we should return to a more traditional style in dress which conceals the body. |
| 63. | People should always be neat, meticulous and careful in their manner of dress. |
| 64. | Being properly dressed should be as natural to a person as correct posture. |
| 70. | Clothing, in a major part, makes the man. |
| 71. | People with deep seated feelings of inferiority usually think they must dress like the majority of their group to be accepted by the group. |
| 75. | The people with whom I associate say I am too sensitive as to what others think of the clothes I wear. |
| 90. | Once I have made up my mind about the type of clothes I like, I don't change it. |

TEN FILLER ITEMS RATED AS INDIFFERENT TO CONFORMITY BY THE JUDGES (Continued)

Item
Number

Item

92.

A person who has style in appearance must be a keen observer
of the times, of social trends, and fashion.